



WP3: Implementation of the Field Trials

D3.1 Implementation of the Field Trials Report

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Executive Summary

The current report was prepared in the scope of the ERASMUS + Action ProW (“Promoting Teachers’ Well-being through Positive Behaviour Support in Early Childhood Education”; 2021- 2024). This report is part of Implementation of the Field Trials Work Package 3 and presents the procedures that took place to implement the ProW intervention. This report provides a summary of actions conducted in the four countries (Cyprus, Greece, Portugal and Romania) to prepare and begin the ProW implementation.

Part 1 includes a series of practices to create a roadmap. Through the discussions, the research members were able to identify commonalities and differences in their approaches aimed at improving well-being. They worked together to establish a common framework that could be applied across all four countries to guide the implementation of the ProW project.

In Part 2 of the report, the ProW implementation design is presented, which is based on two key frameworks: Positive Psychology and the PERMA model, along with the School Wide Positive Behaviour Support (SWPBS). Early childhood teachers underwent training, coaching, and support to enhance their job satisfaction, wellbeing, and self-efficacy and to reduce their burnout levels. The report also includes a detailed description of the instruments used to evaluate the outcomes of both early childhood teachers and children. Through comprehensive literature reviews, the report establishes that various instruments have demonstrated high reliability. Finally, the report outlines the experimental protocol in a concise manner.

Part 3 consists of the specific details of the ProW implementation in each participating country. It highlights the initiatives and activities that were implemented, along with the challenges and successes encountered during the process. The experiences shared in this section provide valuable insights for future implementations of similar interventions in early childhood education settings, promoting early childhood teacher well-being and ultimately enhancing the quality of education for young children.

In Part 4 of this report, the general results of the implementation are presented. These results serve as valuable input for policymakers in making evidence-based decisions about the enhancement of teacher competences in early childhood education settings. The focus is on improving job satisfaction, reducing burnout levels, and increasing self-efficacy among teachers in a safe and supportive preschool environment. The results also indicate that creating a sense of belonging and improving the socio-emotional well-being of early childhood teachers is crucial for achieving these goals.

Overall, this report provides a comprehensive summary of the actions undertaken to prepare and initiate the ProW intervention across the four participating countries. The findings highlight the significance of integrating Positive Psychology - the PERMA model - , and SWPBS into early childhood teacher training programs, with the ultimate goal of promoting early childhood teacher well-being and improving the quality of early childhood education.

Introduction

Promoting Teachers' Wellbeing through Positive Behaviour Support in Early Childhood Education (ProW), is a policy experimentation project aiming to develop evidence-based policies and practices to enhance the teaching profession and elevate teachers' careers and capacities in Early Childhood Education and Care (ECEC) settings. The project objectives and activities that were carried out by the ProW were in direct agreement with the priority selected for the project proposal, entitled "Support for policy reform European Policy Experimentations in the fields of Education and Training - Teaching and Teachers". In order to develop evidence-based policies and practices to enhance the teaching profession and improve the teacher quality and their careers, the project focuses on the implementation of the Positive Education and School Wide Positive Behaviour Support (SWPBS) framework across four European countries (Greece, Cyprus, Portugal, and Romania).

The project's approach aims to a) enhance the attractiveness of the teaching profession, elevate teachers' motivation, improve their well-being, job satisfaction and self-efficacy and reduce burnout levels, b) build an inclusive positive-orientated school culture, in which all children are valued and respected, c) enhance public authorities' and ECEC settings' capacity to support and empower teachers' competencies and careers by scaling up and sustaining the ProW framework in ECEC settings, d) improve the research knowledge on the effectiveness of Positive Education and the SWPBS on teachers' professional development and teacher careers, and e) establish a Teacher well-being and Career Observatory to conduct ongoing research and develop policies for teachers' careers and professional development.

The ProW implementation is based on (1) Positive Psychology focusing on teacher well-being (PERMA) and (2) School Wide Positive Behaviour Support (SWPBS) framework. Early childhood teachers from four European countries – Cyprus, Greece, Portugal, and Romania – supported through training to manage children's challenging social behaviours and also supported in different ways to enhance their own career and well-being. The ultimate goal is that as a consequence of such support, early childhood teachers will have a greater sense of self-efficacy and job satisfaction, as well as lower burnout levels.

The purpose of this report is to review the implementation of ProW practices in each country and provide valuable resources and information for policy decision-making on evidence-based practices. These practices are designed to enhance early childhood teacher competencies, which includes promoting job satisfaction, reducing burnout levels, and building self-efficacy in a supportive and safe preschool environment. The report also intends to promote a sense of belonging within the school community and improve teacher well-being, which is crucial for creating a positive and effective learning environment. Through this comprehensive review, the report seeks to provide actionable insights and recommendations that can help policymakers and education stakeholders create a more supportive and empowering environment for teachers, ultimately leading to better learning outcomes for students.

Objectives of the field trial

The aim of the Implementation of Field Trials (WP3) was to implement the ProW intervention (PERMA & SWPBS) in ECEC settings across the four countries. In particular, the objectives were:

1. Implementation of the ProW training manuals across ECEC settings in Cyprus, Greece, Portugal and Romania.
2. Coaching and supporting ECEC staff members on ProW implementation during project duration across Cyprus, Greece, Portugal and Romania.
3. Collection of empirical evidence on ProW impact and procedures.

The ProW framework was used by research members to enhance the well-being of early childhood teachers by implementing an experimental protocol. The intervention lasted for two academic years in each country, during which quantitative and qualitative data were collected four and two times, respectively. The data analysis aimed to assess the impact of the ProW framework on the outcomes of the target group, as presented in the D3.2 Report on findings. The results of the report were used to influence national and European policies and practices related to improving the well-being of early childhood teachers and enhancing the teaching profession.

Part 1. The beginning of ProW implementation

1.1 Actions to frame a roadmap

The International Hellenic University (IHU) worked in close cooperation with all partners through frequent communication, and hard work to successfully complete all deliverables and achieve all planned outcomes for the whole project's lifecycle, within the time and available resources, following quality standards.

Regarding the communication strategies, during the period of the COVID-19 pandemic in the participating countries, the strategies focused in online meetings at transnational level (e.g., researchers' meetings, consortium meetings, external coaches' meetings, partner to

partner meetings, etc.) using tools such as Zoom and Webex. Moreover, partners communicated regularly via emails to exchange documents and be informed on the project progress, while phone calls also took place sometimes. The project's online cloud (google drive) was also established by IHU and all partners collaborated in uploading all relevant documents addressed to project partners and the project activities. Under the coordination of IHU consortium meetings were organised to coordinate decisions and activities for all partners.

At the country level, the national ProW leadership teams actively supervise project tasks and experimental protocol implementation. Each national leadership team has direct access to local schools implementing ProW by being able to visit and monitor the implementation process. All decisions shared with the transnational Steering Committee (SC) to ensure timely project monitoring.

Below follows a short description of the phases implemented at the beginning of ProW implementation:

1) Coach recruitment:

Each national team recruited a group of external coaches after the first transnational meeting (held online due to COVID-19 restrictions). The recruitment of all coaches was completed in June 2021.

2) Administration of Needs Assessment Questionnaire and Focus Group interviews:

As it was initially planned, during May and June (2021) the Focus Group Interviews took place in each country and the Needs Assessment Questionnaires administered to early childhood teachers in each country participated in the ProW.

3) Selection of the assessment tools:

Consortium' expert researchers reviewed a broad range of assessment tools for the measurement of the outcomes intended by the aims and the RQs of the ProW project and created a list. These assessment tools were thoroughly reviewed by all members of the research teams in the four countries and they reached a common decision for the final list of tools (see *Part 2. Design of the ProW implementation*). The instruments will be completed

by early childhood teachers as they will be given to them by the external coaches during their visits in the participating schools. The majority of the selected scales were those reported in the initial plan of the proposal. The replacement or the addition of some scales was decided mainly due to issues related to the existence and availability of translated scales in all languages of the consortium countries.

4) Preparation of the training material:

The training material of the ProW project consisted of a three-part manual based on the main aims of the intervention. One part contains the PERMA approach for early childhood teachers; a second part contains the SWPBS approach adapted for preschool settings; and the third part presents an approach and several activities for the Professional Empowerment of early childhood teachers. Each part was prepared by a specific research team in each country and the coordination of the full manual was delivered by the University of Crete (UoC) team. The whole training material was completed in September 2021.

5) External Coaches training:

The external coaches training was conducted by the expert researchers specialised in the three components of the project (PERMA, SWPBS and professional development). The training activities were held entirely online as it was unable to be conducted face to face due to the COVID-19 restrictions (2021-2022). Training in PERMA, SWPBS and Professional development activities started at the beginning of July (2021) and were concluded by the end of July (2021). Training continued again starting at the end of August (2021) until the beginning of September containing practical implementation examples for the SWPBS framework in preschool settings. Additionally, emphasis was given in learning the experimental procedures, as well as how to administer the various assessment scales that will be used for the data collection during the pre-, mid-, and post-experimental phase of the study. Finally, in this period (beginning of September 2021) a session on Professional Development aimed to enhance coaching skills of the external coaches was held by the members of the UPIT research team. All trainings were recorded and were available to external coaches.

6) Preparation of the trainings of the school staff:

The training materials and the prepared manuals for the implementation of the ProW project were adapted in each country's context to be used by the external coaches for the training that they delivered to the school staff of each preschool setting.

7) Sample selection:

Based on the wait-list RCT, we targeted a minimum of 20 ECEC settings in each country and their early childhood teachers were targeted. More schools were initially recruited to address any dropouts (attrition rate) during the two years of the project implementation and to ensure a final sample of at least 15 schools in each country at the end of the study (as it is stated in the proposal). By the beginning of the project, the full range of the participating preschool settings were recruited in the study. In Particular, 34 settings will participate in Greece, 20 in Cyprus, 18 in Romania and 21 in Portugal. Following this, the settings were randomly assigned to treatment and control groups.

8) Procedure of the intervention:

The intervention began immediately after the assignment of the preschool setting to the experimental and control group in the four countries according to the conditions related to the COVID-19 pandemic. Some small delays in the beginning of the intervention and the pause of a few classes' operation for some days across sites were detected. Yet, this fact didn't cause any major barriers for the smooth implementation of the intervention, as all settings finally followed without any serious deviations from the initial plan during the reporting period.

The participating early childhood teachers in the treatment group received ten one to two hours training sessions, whereas the participating early childhood teachers in the control group followed a business-as-usual schedule.

9) Data collection:

Before data collection, a specific coding procedure across all participating countries was adopted. Each setting, early childhood teacher and child participating in the intervention were assigned unique codes, which were nested. National Teams in each country prepared

the code series and the coaches provided the code series to each setting, where they were randomly distributed to the participants. The Head of each preschool setting kept safely the list of the code distribution.

Part 2. Design of the ProW implementation

2.1 Experimental protocol

The experimental methodology of the ProW project followed systematically the phases described in the initial plan, although there were some minor deviations in the time that each phase was implemented due to the later commencement of the project (28th of February instead of the 1st of January 2020 as it was initially stated in the proposal) and due to the pandemic of COVID-19.

The experimental design of the ProW intervention was a Randomised wait-list controlled trial to provide data and answer the following research questions (RQs):

- Does the implementation of the ProW model impact positively on early childhood teachers' well-being, sense of efficacy and job satisfaction?
- Does the implementation of the ProW model reduce early childhood teachers' burnout levels?
- Does the implementation of the ProW model impact positively on school climate?
- Does the implementation of the ProW framework impact positively on children's social competences?

Based on these research questions the measures for the assessment of the project's outcomes and implementation were chosen, taking into account the wait-list randomised control trial methodology of the design. According to the experimental methodology of the project (for an overview see D2.2. Research Design & Measures), at least 15 preschool settings per country were randomly allocated to the treatment group and to the control group. Each country recruited at least 20 ECEC settings to ensure the project's requirement of a minimum of 15 schools in each country.

Half of the schools were randomly selected to implement the ProW intervention during the school year 2021-22 (the treatment group) and half of them followed a "business-as-usual" programme for the year 2021-22 and implemented the same intervention during the school year 2022-23 (the control group). Table 1 depicts the experimental design.

Table 1

Experimental design of ProW intervention

Group level of participation	PERMA, SWPBS frameworks 1 st year			PERMA, SWPBS frameworks 2 nd year		
Treatment	T ₁	ProW implementation	T ₂	T ₃	ProW implementation	T ₄
Control	T ₁	-----	T ₂	T ₃	ProW implementation	T ₄

Note.

T1 = Time 1 (beg of the academic year 2021-22) T2 = Time 2 (end of the academic year 2021-22)

T3 = Time 3 (beg of the academic year 2022-23) T4 = Time 4 (end of the academic year 2022-23)

Participating ECEC settings and early childhood teachers signed a partnership agreement with the national ProW leadership team demonstrating their commitment to project participation. Next, external coaches provided training sessions to ECEC staff and thereafter, they established a regular communication and participated in meetings with them. They also monitored and supported early childhood teachers by organising schoolwide staff professional development training during the academic year.

Early childhood teachers across four countries reviewed their action plan regularly, reviewed their data and made changes in situations where children were not responded appropriately and safely in certain preschool areas or behaviours (e.g., bullying, physical aggression, subordination, verbal aggression).

2.2 Measurements

2.2.1 Early childhood teachers' instruments

1. Teacher Subjective Wellbeing Questionnaire (TSWQ)

The Teacher Subjective Wellbeing Questionnaire (TSWQ) (Renshaw, 2020) is an 8-item, self-report, evidence-based rating scale for assessing early childhood teachers' work-related wellbeing. The TSWQ comprises two subscales: Teaching Efficacy and School Connectedness. The TSWQ is intended for use in school mental health research and practise

for multiple assessment purposes: screening, outcome measurement, and progress monitoring.

2. Teachers' Sense of Efficacy Scale (short form)

The short form of Teacher Sense of Efficacy Scale (TSES; Tschannen-Moran & Woolfolk Hoy 2001) contains 12 items that measure early childhood teachers' efficacy for instructional strategies, student engagement and classroom management. Early childhood teachers will be asked to respond to questions "how much can you do" on a 9-point Likert scale ranging from 1 (nothing) to 9 (a great deal).

3. Teacher Social Self-efficacy (TSSES)

The teachers' social self-efficacy scale (TSSES; Vatou et al., 2022) includes 28 items, which encompassed five dimensions: Teacher Sensitivity, Social Guidance, Teacher-Child Relationship, Classroom Climate-Children Engagement and Classroom Management-Conflict Resolution. Early childhood teachers were encouraged to respond to each item by using a 9-point Likert scale ranging from 1 (not at all) to 9 (a great deal).

4. Employee Satisfaction Inventory (ESI)

Job satisfaction will be measured by the 24 items Job Satisfaction Scale developed by Koustelios and Bagiatis (1997). The instrument evaluates six dimensions of job satisfaction: working conditions, supervision, pay, job itself, promotion, and organisation as a whole. Responses will be given on a five-point scale anchored by 1 = strongly disagree to 5 = strongly agree.

5. The Maslach Burnout Inventory (MBI)

The Maslach Burnout Inventory (MBI; Maslach & Jackson, 1986) contains 22 items distributed across three dimensions: Emotional Exhaustion, Personal Accomplishment, and Depersonalization. The response scale was as follows: 0 = never, 1 = a few times a year or less, 2 = once a month or less, 3 = a few times a month, 4 = once a week, 5 = a few times a week, and 6 = every day. Higher scores indicate a higher level of burnout.

6. Professional Development Evaluation Form (PDEF)

This questionnaire is an adoption of the Professional Development Evaluation Form (PDEF) (Grammatikopoulos et al., 2004). The questionnaire was slightly adapted in order to fit better to the design of the current training, similar to the adaptation attempted to another study (Grammatikopoulos et al., 2008). The scale includes 15 items, which evaluate different aspects of the early childhood teachers' training such as seminar's organisation, educational material, the content of the training, etc. The rating scale was based on a 5-point Likert scale.

7. *Preschool Climate Scale*

An adaptation of the Delaware School Climate Survey - Teacher/Staff was used. The scale contains 29 items and assesses the early childhood teachers' perceptions of school climate. (DSCS; Bear et al., 2014). The DSCS consists of seven dimensions namely: Teacher–Student Relations, Student–Student Relations, Teacher–Home Communication, Respect for Diversity, School Safety, Fairness of Rules, and Clarity of Expectations. The items were rated from 1 (= Not at all) to 5 (= A lot) on a 5-point Likert scale.

2.2.2 *Children's instruments*

8. *Strengths and Difficulties Questionnaire (SDQ)*

The Strengths and Difficulties Questionnaire (Goodman, 2001) were used to measure children's internalising/externalising problems (teacher version). This instrument measures children's adjustment in five areas: (1) emotional symptoms (e.g. 'I worry a lot'), (2) conduct problems (e.g. 'I fight a lot'), (3) peer problems (e.g. 'I am usually on my own), (4) hyperactivity (e.g. 'I am easily distracted'), and (5) prosocial behaviour (e.g. 'I try to be nice to other people'). Early childhood teachers respond on each item using a 3-point Likert type scale (0 = not true to 3 = certainly true).

9. *Early Childhood Behavior Checklist (ECBC)*

The Early Childhood Behavior Checklist (Manolitsis, 2013) was used to screen behavioural problems in young children (optional instrument). The measure consists of 29 items, which assess two broad dimensions of behavioural problems: internalising and externalising

problems. Early childhood teachers respond to each item by choosing among three or four alternatives to a behaviour, which describes best a specific child.

10. Adaptive Social Behavior Inventory (ASBI) - Prosocial subscales

The Adaptive Social Behavior Inventory (ASBI; Hogan et al., 1992) was used to measure children's social-emotional competence. The ASBI consists of 30 items and yields three dimensions: Express, Comply, and Disrupt. For the needs of the current project, the prosocial subscales (Express and Comply) were used. The Express dimension consists of 13 items and reflects pro-social behaviours. The Comply dimension (10 items) describes cooperative behaviours such as "is helpful to other children" and "shares toys or possessions". Early childhood teachers respond on each item using a 3-point Likert type scale (1 = 'Rarely or Never', 2 = 'Not Often' or 3 = 'Almost Always').

11. Child Behaviour Rating Scale (CBRS)

The Child Behaviour Rating Scale (CBRS; Bronson et al., 1990) is a teacher-report measure and contains 32 items. Eighteen items combine to form the Mastery Behavior Scale and 14 comprise the Social Behavior Scale, which together capture children's work-related skills and social skills, respectively. After carefully observing children's behaviours in the classroom, early childhood teachers rate the frequency with which individual students exhibit specific behaviours on a scale from 1 (never) to 5 (always).

2.2.3 Implementation Assessment

12. Fidelity Assessment template

The fidelity assessment tool (FAT) will be adapted based on SWPBS Tiered Fidelity Inventory (v. 2.1) (Algozzine et al., 2014) and School-wide Evaluation Tool (Sugai et al., 2001). The FAT will be based on 2 to 3 hours of direct observation of positive behavior support systems and practices within an ECEC setting by an external coach. The FAT will be conducted annually by an external coach who will review the preschool material (e.g., discipline handbook, school improvement plans/goals, social skills instructional materials, and behavioural incident summaries), observes the preschool environment, interviews the head teacher, and

randomly selects early childhood teachers and children to briefly interview about the schoolwide program.

13. PBIS Team Implementation Checklist

This checklist (Sugai et al., 2001) is designed to be completed by the PBIS Team once a quarter to monitor activities for implementation of PBIS in a school. A 22-item modified version of the Team Implementation Checklist will be used to assess information about activities related to the critical features of the SWPBS framework. The measure is a self-assessment tool completed by the team leader in collaboration with the external coaches of the ProW project. The items will be rated as either achieved, in progress, or not started. These data will be used by the external coaches and research members across four countries to give feedback to the preschool team regarding high-fidelity implementation.

Part 3. Country profiles

3. Cyprus

3.1 Recruitment process of preschools

3.1.1. The randomization process of preschools

For schools' recruitment, the Cyprus Pedagogical Institute sent an informative circular note to all public pre-primary schools on the 5th of October 2021. The circular note included basic information about the project's aims and an invitation at a scheduled webinar to present the project and resolve questions for schools that are interested to participate. The informative webinar was conducted on the 28th of September 2021.

Following the above steps, 33 pre-primary schools applied to participate. Three schools were self-excluded in the following days. Location and school size were the main criteria for schools' selection as well as their division into two groups according to the experimental protocol. Candidate schools were labelled as small, medium and large and grouped based on the five districts (i.e., Nicosia, Limassol, Larnaka, Paphos, Ammochostos). Cyprus partners agreed to recruit 20 schools exceeding the required number of 15 as a proactive risk management measure, also considering the probability of dropouts. Next, these schools were divided into two groups of 10 (experimental group = Group A, control group = Group B). Specifically, the selected schools were classified based on:

- Region: participating schools from all five districts;
- Location: participating schools from both rural and urban areas.
- School size: Both groups have small, medium, and large schools. Schools with 1-2 early childhood teachers were considered as small, with 2 – 4 early childhood teachers as medium, and with 5+ early childhood teachers were considered as large schools.

All schools signed agreements for participating in the project each year. The agreement required all school teaching personnel to sign as an indication of their collective compromise.

It is noted that during the first year of implementation (2021-2022), one school from Group B dropped out. The school participated in the first data collection only and it was not substituted by a new school. Therefore, 19 schools completed the implementation of the ProW project in the first school year 2021-2022.

For the second year of implementation (2022-2023), participating schools signed new agreements at the beginning of the school year. This was deemed necessary as staff transfers among public schools take place every year in Cyprus. The renewed school agreement clearly stated their duties and responsibilities as participants in the project, as well as an indicative training programme. Again, all teaching staff were asked to sign as an indication of their permissive participation. During this process, three schools from Group B expressed their intention to drop out. Therefore, the second year of implementation ran with 16 schools, 10 of Group A and 6 of Group B.

3.2 Data Collection Procedures

3.2.1 The translation process of instruments

All instruments were shared with the Cyprus team by IHU in Greek language and received minor adjustments to meet the Cypriot educational context's terminology and relevance to the local early education teachers. The three local partners (i.e., CARDET, IoD, and CPI) proceeded with the required changes and finalised the translation process of the instruments.

3.2.2 Piloting instruments

An internal pilot testing was followed for all the questionnaires as an additional measure of face validity. The pilot testing was conducted with a small convenient sample of early childhood teachers for refinement purposes. Additional changes were made to the instruments based on their suggestions.

3.2.3 The administration process of instruments

According to the experimental protocol, the research measures were administered twice a year i.e., at the beginning and end of each school year. Specifically, all data collection phases took place as shown below:

- 1st phase of data collection: October - December 2021 (T1)
- 2nd phase of data collection: May - June 2022 (T2)
- 3rd phase of data collection: September - October 2022 (T3)
- 4th phase of data collection: May - June 2023 (T4)

The questionnaires were administered online and filled through the software SurveyMonkey. Early childhood teachers were responsible for completing the teacher measures for the themselves and the student measures for the children of their class, if applicable. Prior to completing the questionnaires, schools created unique codes for each participant in the research (early childhood teachers & students) upon guidance of the local research team. The coding catalogue was available and visible only to schools to ensure anonymity of data.

For each school year, 2021-2022 and 2022-2023, ethical approval to conduct the research was obtained from the local responsible authority (i.e., Centre of Educational Research and Evaluation of the Ministry of Education, Sports, and Youth) upon submission. For the participation of children in the data collection process, a consent form was required from their parents/guardians. Therefore, only children with a signed consent form from their parents received a code and measures were completed from their responsible teacher on their behalf.

3.2.4 Response rates

Tables 2a and 2b displays the total number of early childhood schools, teachers, and children that participated in the project in Cyprus in both school years (2021-2022 and 2022-2023). As mentioned before, in the first year (2021-2022) 20 schools started the implementation of the project with 19 completing it by the end of the year. This accounts

for 135 teachers and 1480 children in T1 and 125 teachers and 1371 in T2 due to a school dropout. In the second year (2022-2023), three more schools dropped out, therefore the numbers reduced to 70 teachers and 1139 children in both T3 and T4.

Based on the total number of participants and the number of respondents in each data collection phase (i.e., number of valid questionnaires recorded), a response rate for each data collection phase was estimated. During the first data collection (T1), data were obtained from 96 teachers and 778 children which corresponds to 71% and 53% response rates respectively. During the second phase (T2), the response rates were slightly reduced. Specifically, the participation of 79 teachers and 687 children led to 63% and 50% response rate respectively. For the second school year of the implementation (2022-2023), teachers' response rates were significantly increased. Specifically, 62 teachers responded to the research measures which lead to a 89% of response rate. Regarding children the response rate was 42%, as consent forms were obtained for 481 out of 1139 students. For T4, the response rates were similar with 93% teachers and 41% students that participated in the programme reported data to the targeted measures as well.

Table 2a

Number of schools, teachers, and students participated in the project

Year	No. of ECEC settings - Group A	No. of ECEC settings - Group B	Total no. of ECEC settings	Total no. of teachers	Total no. of children
Year 1 - T1	10	10	20	135	1480
Year 1 - T2	10	9	19	125*	1371*
Year 2 - T3	10	6	16	70*	1139*
Year 2 - T4	10	6	16	70*	1139*

**The total no. of teachers and children decreased due to school dropouts*

Table 2b

Number of teachers and children participated in the data collection

	T1	T2	T3	T4
Teachers				
Group A	53	47	38	40
Group B	43	32	24	25
Total	96	79	62	65
Students				
Group A	409	380	285	283
Group B	379	307	196	184
Total	788	687	481	467

Note. T1 = 1st data collection, T2 = 2nd data collection, T3 = 3rd data collection, T4 = 4th data collection,

3.3 Description of Country Context: Demographics

Schools per Group A and B - Year 1

From the total sample of 20 schools that participated in the project, 12 were located in urban areas and 8 in rural areas. The Group A (experimental group) has 5 rural and 5 urban schools, which had a total of 394 male and 362 female children (N = 756), 46 of which received special education services. The Group B (control group) consisted of 8 urban and 2 rural schools with 379 male and 345 female children (N = 724), while 24 of them received special education services. The total number of early childhood teachers that participated in the project in the experimental group (Group A) was 54, while in the control group (Group B) there were a total of 44 early childhood teachers.

Table 3

Cyprus Schools that joined the Group A of ProW implementation in Year 1

Preschool Name	Male children	Female children	N of children	N of teachers *	Special Education	Area
LITO						
PAPACHRISTOPHOROU - UNIVERSITY OF CYPRUS	49	54	103	8	2	Urban
MAKEDONITISSA C'	34	40	74	5	3	Urban
PALIOMETOCHO A'	21	17	38	3	0	Rural
ANAYIA	7	10	17	2	3	Rural
KORNOS	24	24	48	5	6	Rural
KITI	40	33	73	5	5	Rural
KOLOSSI B' - SAINT ANDREA AND PHOTINIS	32	18	50	6	12	Urban
LIOPETRI	49	40	89	7	3	Rural
PARALIMNI - GIWRKIO	91	76	167	8	6	Urban
PAFOU I' - EVAGORAS PALLIKARIDES	47	50	97	5	6	Urban
Total	394	362	756	54	46	5 Urban 5 Rural

* No of teachers participating in the project

Table 4

Cyprus Schools that joined the Group B of ProW implementation in Year 1

Preschool Name	Male children	Female children	N of children	N of teachers*	Special Education	Area
AGLANTZIA A' - AYIOS GEORGIOS	27	23	50	3	1	Urban
KAIMAKLI C'	35	33	68	4	1	Urban
LAKATAMIA B' - AYIOS MAMAS	36	35	71	5	2	Urban
ARADIPPOU C'	25	25	50	4	5	Urban
DROSIAS	36	50	86	6	2	Urban
**YPSONAS B'	65	44	109	6	3	Urban
XYLOPHAGOU	32	25	57	4	1	Rural
PARALIMNI A'	29	21	50	3	3	Urban
SOTIRA	61	47	108	5	4	Rural
CHLORAKA - AYIOS NICOLAOS	33	42	75	4	2	Urban
Total	379	345	724	44	24	8 Urban/ 2 Rural

* No of teachers participating in the project

** Pre-primary school of YPSONAS B' dropped out of the project during the first year of implementation.

Schools per Group A and B - Year 2

In Year 2 (2022-2023), 16 schools continue their participation to the project as 4 schools dropped out. 9 schools were located in urban areas and 7 in rural areas. The Group A (experimental group) has 5 rural and 5 urban schools, which had a total of 361 male and 319 female children (N = 680), 45 of which received special education services. The Group B (control group) consisted of 4 urban and 2 rural schools with 258 male and 204 female children (N = 462), while 17 of them received special education services. The total number

of early childhood teachers that participated in the project in the experimental group (Group A) was 45, while in the control group (Group B) there were a total of 25 early childhood teachers.

Table 5

Cyprus Schools that joined the Group A of ProW implementation in Year 2

Preschool Name	Male children	Female children	N of children	N of teachers *	Special Education	Area
LITO						
PAPACHRISTOPHOROU - UNIVERSITY OF CYPRUS	49	54	103	8	3	Urban
MAKEDONITISSA C'	35	33	68	4	1	Urban
PALIOMETOCHO A'	29	17	46	3	1	Rural
ANAYIA	10	13	23	2	0	Rural
KORNOS	23	27	50	3	9	Rural
KITI	40	33	73	5	2	Rural
KOLOSSI B' - SAINT ANDREA AND PHOTINIS	26	24	50	6	10	Urban
LIOPETRI	58	39	97	5	2	Rural
PARALIMNI - GIWRKIO	41	32	73	3	11	Urban
PAFOU I' - EVAGORAS PALLIKARIDES	50	47	97	6	6	Urban
Total	361	319	680	45	45	5 Urban 5 Rural

* No of teachers participating in the project

Table 6

Cyprus Schools that joined the Group B of ProW implementation in Year 2

Preschool Name	Male children	Female children	N of children	N of teachers*	Special Education	Area
KAIMAKLI C'	41	30	71	4	2	Urban
LAKATAMIA B' - AYIOS MAMAS	38	27	65	4	1	Urban
ARADIPPOU C'	42	33	75	4	4	Urban
XYLOPHAGOU	39	33	69	4	1	Rural
SOTIRA	67	40	107	5	9	Rural
CHLORAKA - AYIOS NICOLAOS	31	44	75	4	0	Urban
Total	258	204	462	25	17	4 Urban/ 2 Rural

* No of teachers participating in the project

3.4 Description of Implementation

3.4.1 Coaches and researchers' role

The coaches had as a main responsibility and focus the implementation of PERMA to the early childhood teachers and SWPBS in the school settings. Each coach was selected following the criteria provided by the consortium and followed the 10 training sessions provided by the ProW consortium previously to the beginning of the ProW implementation.

In the context of Cyprus, the coaches acted as trainers, facilitating the 10 training sessions provided through the ProW Project training series in the academic year 2021 - 2022. All the coaches were participating actively in all the training sessions whether facilitating the

specific session or not, as a countermeasure for the absence of physical presence (all the training sessions were implemented online) due to the covid - 19 pandemic.

In addition, each coach was assigned to a number of schools to act as a coach for the school. Each coach was responsible for the following regarding each assigned schools:

- **Monthly meetings with each school.** In each meeting the monthly agenda was discussed, support was provided on pending tasks and allocation of future tasks were discussed. In addition, through the coaching method each coach acted as a supporter to the school staff, as a facilitator in problem-solving on issues raised regarding the ProW implementation and as a source of information about queries and questions. In addition to the monthly meetings there was direct communication through viber groups, phone calls and text messages whenever the school requested for additional informal support. Any formal communication was conducted via email.
- **Review of materials.** The materials created for the purposes of ProW implementation were reviewed by the coach of each school and further support was provided where necessary. For example, coaches reviewed the lesson plans created, visual material, matrix of values ect.
- **Liaison between researchers and schools.** For example, questions about data collection were addressed by the researchers, queries about financials by the financial team etc.
- **Monthly participation in coaches' coordination meeting:** Each month the Cypriot team of coaches met to discuss the next training session, the next steps, difficulties and challenges of each school for problem solving, sharing good practices and supporting each other.
- **General overview of each schools' progress:** Each coach was responsible for the general overview of their schools' progress, fulfilment of requirements and provide extra support when needed.
- Each coach had 2 face to face meetings with each school (beginning and at the end of the school year) with each group to facilitate the process and promote team building. An additional meeting was planned in the middle of the school year but it was not possible due to Covid 19 reported cases in Cyprus and other small-scaled

epidemics documented in schools in the winter months (Influenza A, Influenza B, Covid – 19).

Regarding the Group A, in the academic year 2022 – 2023, the coaches provided 3 online refresher trainings in the beginning, middle and end of the school year focusing on the steps to follow on a 3-month timeframe and on additional training regarding key aspects noted from the year's 1 TFI as areas for further focus (e.g. specific verbal appraisal). The aim of the 2nd year of implementation for each preschool setting was to reteach all the lesson plans created in year 1 and create new lesson plans for key areas based on their needs in areas outside of the classroom. In addition, each coach had 2 face to face meetings with each school (beginning and at the end of the school year) with each group to facilitate the process. An additional meeting was planned in the middle of the school year but it was not possible due to Covid 19 reported cases in Cyprus and other small scaled epidemics documented in schools in the winter months (Influenza A, Influenza B, Covid – 19). Additional support was provided to schools of Group A in a monthly telephone catch-up and at their request.

The researchers' focus was the overall coordination of the project, including the following:

- Organising and monitoring the data collection procedure and data analysis, resolve technical issues regarding the data collection.
- Coordinate the communication of all parties through emails, viber groups etc.
- Liaison with finance department and schools to resolve questions and queries
- Ongoing liaison with coordinators, coaches, early childhood teachers, development unit, designers
- Attend coaches' meetings and coordinate with them, attend training sessions
- Liaison with schools about school agreements, providing information and support about the platform use, informed consents etc.
- Prepare reports, organise workshops, organise dissemination activities.

In the second year of implementation (academic year 2022 – 2023) the training sessions for Group B conducted online (as in year 1) for the following reasons:

- a) To retain the design as similar to year 1 as possible,

- b) To facilitate the participation of schools in urban areas and other cities,
- c) Due to the unknown at the moment and unstable situation of the aftermath of Covid 19 pandemic and,
- d) Minimise the time spent on training since due to the Cypriot educational preschool system all the training was implemented outside of the teachers working hours.

In addition, through the collected feedback of year 1 (Group A) it was deemed necessary to interchange the order of the training topics, implementing firstly the training for the SWPBS program and in sequence the training for the professional development and the PERMA model. This provided the opportunity to schools to focus on the preparation and implementation of SWPBS in a longer time, minimising the time-bound limitations reported in year 1.

3.4.2 Team training and support (eLearning platform)

In year 1, 10 training sessions were implemented with external coaches in the role of trainers (see Appendix 2, A. Cyprus). All coaches (trainers) and researchers were present in the training sessions keeping high levels of engagement to keep the cohesion of the team high, as an effort to substitute for the lack of physical presence. For the same reasons, the researchers of the project actively participated in the training sessions and additionally were present to resolve technical issues and provide support about their domains (e.g., data collection difficulties, answer questions for pending tasks).

The 10 team-training sessions were held online through the zoom platform. The 4 training sessions regarding the PERMA model had an experiential nature and therefore were not recorded in order to enhance the sharing between participants. For this reason, the PERMA training sessions were held twice to provide the early childhood teachers with options. The following 5 training sessions presented the SWPBS framework and the remaining session was addressing the Professional Development of early childhood teachers. The training sessions for SWPBS and Professional Development were recorded.

In year 2 a total of 10 training sessions were implemented with external coaches in the role of trainers (see Appendix 2, A. Cyprus). All coaches (trainers) and researchers were present in the training sessions keeping high levels of engagement to keep the cohesion of the team high, as an effort to substitute for the lack of physical presence. For the same reasons, the researchers of the project actively participated in the training sessions and additionally were present to resolve technical issues and provide support about their domains (e.g., data collection difficulties, answer questions for pending tasks).

The 10 team-training sessions were held online through the zoom platform. Given the feedback of the teachers provided in Group A in year 1, the training sessions were reduced in hours (from 2,5 to 1,5) with an emphasis given to the exercises and the experiential nature of the workshops and reduced the amount of research information given. In addition, the series of the training parts followed a different order: SWPBS, Professional Development and PERMA model. This deemed as necessary in order to provide our preschool settings a larger timeframe to prepare and implement the SWPBS framework in the schools settings.

The 5 training sessions presented the SWPBS framework and the remaining session was addressing the Professional Development of early childhood teachers. The training sessions for SWPBS and Professional Development were recorded. A training session followed focusing on the Professional Development and lastly, the 4 training sessions regarding the PERMA model had an experiential nature and therefore were not recorded in order to enhance the sharing between participants. The PERMA training sessions were also held twice in order to facilitate teachers to join and gain the most out of the training sessions.

After each training session, in year 1 and in year 2 all the materials of the training session (power - point presentations, activities, templates, and recordings) were uploaded to the eLearning platform for all to have imminent access to the materials. The CARDET development team set up the eLearning platform and continuous support was provided to the researchers and the coaches regarding the eLearning platform.

For the first year of implementation (2021-2022), access to the eLearning platform (<https://elearning.prowproject.eu/home.php>) was granted only to the participating early

childhood teachers of the experimental schools and restricted to other visitors. All early childhood teachers had an individual account in the ProW eLearning platform and could navigate through the training materials freely. Individual support was provided by the researchers' team and/ or by the technical support team when necessary. For the second year of implementation the access to the eLearning platform changed to an open access form with registration.

During the second year of implementation (2022-2023), the ProW mobile learning app was developed to be used by schools for ongoing learning and support in relevant ideas and principles. In an era where the multidimensional usage of smartphones is massive, an innovative information and communication application increases the penetration of the project outcomes to the wider public and in a greater number of target groups' members. The mobile app was disseminated widely to the school staff of participating schools in Cyprus to help the intervention with training and resources around PERMA and SWPBS, which contributed to the implementation of the ProW framework with fidelity. Another aim of the mobile learning app was to provide just-in-time practical tips to teachers and learning resources to better manage their well-being and their students' social skills development. The application is available in [Android](#) and [iOS](#) mobile platforms.

3.4.3 Coaches' engagement in ECEC settings

The early childhood teachers' training series took place online due to the covid-19 pandemic. The pre-primary schools did not go through a formal lockdown in the academic year 2021 - 2022 in Cyprus. Due to the ongoing pandemic though, a number of classes were closed and sometimes specific schools were pausing for 2 weeks due to a high number of covid - 19 cases. Thus, taking into account the pandemic situation in Cyprus in September it was decided to keep all the training online.

Due to the uncertain situation of the Covid – 19 pandemic and in order to keep the implementation of year 1 and 2 as similar as possible, the online modal of training and support was repeated, adding 2 face-to-face school visits to all schools. A third visit was

planned but cancelled, due to national flu epidemics (Covid – 19, Influenza A, Influenza B) in schools during the winter months in Cyprus.

The communication between coaches and school took place via technology. To compensate for the lack of physical contact the coaches used the following methods to communicate and support the schools.

- **Trainings:** As mentioned before, all coaches were present and engaged in the online training sessions to show a high level of commitment and availability to the early childhood teachers.
- **Monthly meetings:** Coaches held monthly online meetings with each one of their assigned schools after the monthly training session to provide support on the implementation of the ProW framework in each school, assist the schools to adapt the SWPBS project based on their needs, resolve questions and queries and provide
- **Ongoing support:** coaches utilised emails to further communicate with their schools along with bidirectional phone calls and text messages for instant and immediate support. All the technological means were utilised with the ultimate aim of all the schools to feel there is available and direct support when needed. In addition, whenever deemed necessary (e.g. difficulty of a coach responding due to health issues etc.) the team of coaches cooperated to respond to the schools' need in time.
- **School group chat:** A viber group was created for each school in order to further assist the direct communication of early childhood teachers with their coaches. These groups were mostly used for resolving questions of simple nature, updates on tasks and reminders for the next monthly meetings.
- **School folders (Google Drive):** A google drive folder was created for each school in which each coach and the school personnel has access to. In the google drive folder the schools were uploading all documents created for the purposes of the project, for coaches to review, provide feedback, further guidance when necessary and finalise documents before printing.
- **eLearning platform:** coaches and schools used the platform as a reference point. After each training session the recording and all the related material (activities,

document templates) were uploaded to the platform in a short amount of time and was available for all to have immediate access to the material.

3.4.4 Families interviews

2021-2022

All of the family interviews took place between May and June 2022 by an external coach of the project. 8 parents' interviews were conducted in 3 different schools. The schools were selected based on the school's size (Small schools = 1 - 2 early childhood teachers, Medium schools = 3 - 4 early childhood teachers, Large schools = 5+ early childhood teachers).

Next, approval was requested and granted from the principal of each school in order to run this procedure and locate potential parents for the interviews. Upon completion of this step, the assigned external coach contacted parents and scheduled the interviews. An informed consent was filled by each participant and all the GDPR requirements were met.

Following the project's Protocol guidelines for family interviews all the interviews were implemented online. After the interviews, a summary was created along with a Cumulative Report for the family interviews 2021 - 2022.

Based on the results of the cumulative report we outline the following findings:

Q1: Parents expressed their general thoughts about the kindergarten of their child. They mentioned that they are very satisfied with the school and the early childhood teachers. They mentioned that the early childhood teachers are qualified, and they always take into consideration the children's needs.

Q2: The parents said that tend to use different strategies to help their child learn and boost its self-esteem such as:

- They encourage their child to conquer fears through discussions, they provide a lot of motivation (rewards).
- They spent a lot of time with the child, they used to play a lot of board games, they dance and sing together through different activities and they also have slots for 'story times'.

- They put their child to make choices about different things in order to develop the sense of autonomy, playing board games at home and games outside of home, and discussions.
- activities in the afternoons, spending time at work with the child, board games at home, and field trips at weekends, rewards positive behaviour and discussion of the undesirable behaviours.
- field trips, hiking, playing board games at home, drawing together, group games and discussions.
- discussions with encouraging words, teaching the child to find the positive side of each matter and see things in a more holistic way.
- discussions, more quality time e.g. draw a picture together.

The parents mentioned that all these strategies are equally important.

Q3: The parents mentioned a lot of things that children like to do at the kindergarten. These are the following:

- drawing at the class, 'story times', dancing and theatre
- play at the playground and at the class, the theatre, and she also likes to get involved in different projects running at school.
- the child likes to visit the different centres of learning that they have at school.
- loves to present a story at the class, and the activities with the alphabet and words.
- singing and story times at the class.

Q4: The parents mentioned that their child has learnt the following:

- the child learnt to be more responsible and to be more caring toward other children.
- The child was more patient, she made less complaints and she does not insist so much in certain things
- The child is implementing the voice control at home
- She learnt to regulate her emotions more easily now

- The child learnt how to accept other children more easily, and accept diversity.
- The child learnt poems, and the value of friendship.
- The parents mentioned that their child learned a poem about the values that they learnt (respect, responsibility, safety) and a song last month.

Q5: Five families (5 out of 8) said that they knew what ProW is and they provided more details about the project (mention the values and the reward system). However, 3 of the families knew only basic information about ProW and nothing specific.

5 out of 8 families provided further information about the ProW such as:

- Parents said that they know the ProW and specifically mentioned that ProW is a project that includes teaching of social skills and the 3 values (respect, responsibility, safety) in order to reduce undesirable behaviours, and a common reward system for children. Also, the parents mentioned that their child learnt to control her voice through the activities at school and the signal of attention.
- The mother said that she knows the ProW and specifically mentioned that ProW is a project that includes 3 values (respect, love, and acceptance).
- The mother said that she knows the ProW and specifically mentioned that ProW is a project that aims to promote positive behaviours at school via the teaching of values (specifically, respect, responsibility, safety) and with an ultimate aim to reduce the undesirable behaviours. Also, the programme includes a reward system for children.
- The mother said that she knows the ProW and specifically mentioned that ProW is a project that includes 3 values (respect, love, and acceptance) and a common reward system for children.
- Parents said that they know the ProW and specifically mentioned that ProW is a project that includes teaching of social skills and the 3 values (respect, responsibility, safety) in order to reduce undesirable behaviours, and a common reward system for children.

Q6: All the parents mentioned that they noticed only positive changes in their child. Please see their statements below:

- A mother mentioned that her child was complaining about different things at school and she did not want to attend. She was also crying every time that she had to go to school. However, after several discussions with the teacher, the child was well-adjusted after a while. *'My child stopped crying at school'*
- Another mother noticed that her child was more patient, she made less complaints and she does not insist so much on certain things. *'My child shows more patience now; she does not complain so much; she became an obedient child'*
- *'My child is not so selfish anymore; she is cooperating with other children more easily now', the mother mentioned*
- *'My child is more responsible and safer now and follows the rules at home as well e.g. remains at the pavement', the mother said, 'She is implementing the voice control at home', 'We think that she learnt to regulate her emotions more easily now' father said.*
- *'My child is able to show more understanding toward other children', the mother mentioned*
- *'My child is more calm now', 'My daughter is using more kind words', the mother mentioned*
- *'My child is cooperating more easily with other children now, she accepts them', 'In general, there was a change in her behaviour', the mother mentioned*
- *'My child used to interrupt us when we were talking and now she learnt to wait for her turn to speak', mother, 'The child judges our behaviours and points out the desirable behaviour to us; e.g. I was talking on the phone while I was driving and the child said: Where is the value of safety dad?' father said.*

Q7: Parents mentioned only positive changes on their children after the implementation of ProW. Most of them (7 out of 8 families) mentioned that the main reason for these changes is the school. Only one mother mentioned that she does not know the reason for these changes. Please see below a few statements on behalf of the parents:

- *'The implementation of the values in two contexts (school and home) is beneficial for the child'*

- *'The discussions and the support that my child received from her teacher were beneficial'.*
- *'I believe that the reason for these positive changes is the school and specifically the approach of the teacher in matters related to desirable behaviours'*
- *'I believe that the reason for these positive changes is the fact that both the school and the family/home environment is implementing the same strategies to encourage the desirable behaviours'.*
- *'I believe that the reason for these positive changes is the school and specifically the activities that are related to desirable behaviours'.*
- *'I believe that the reason for these positive changes is the appropriate guidance on behalf of the teacher'*

Q8: All the parents said that they did not participate in any activities related to ProW in the preschool environment. However, all of them mentioned that the benefit of the implementation of ProW at their children's school was obvious.

- *'The child is happier now'. 'The individual and group reward system gave her a motive to go at school'*
- *'The child is implementing the 3 values at home as well'*
- *'My child perceives certain matters more easily; e.g. he is telling that it is not nice to make fun of other children; it does not matter if you are tall or short or weak or fat or if you have a different colour'*
- *'My child showed better behaviour towards other persons in general and other children'.*
- *'She likes to cooperate with other children now'*
- *'My child became more responsible and more obedient; she shows more respect to other people now'.*

Q9: Most of the parents (6 out of 8 families) have not participated in any activities at home related to ProW. 2 families mentioned that they have participated in a lot of activities but

they are not certain if those activities were under the ProW project. 2 families mentioned that they have participated in one activity related to ProW.

Q10: All the parents mentioned that they were not asked to participate in any meetings to discuss common strategies about rewarding the positive behaviour of the children at home and at school (8 out of 8 families).

Q11: All the parents mentioned that they were not asked to participate in any meetings to discuss common strategies to deal with the undesirable behaviours of the children at home and at school (8 out of 8 families).

Q12: 4 out of 8 families said that they were informed about ProW through an information letter and a leaflet. Please find below the parents' statements about what exactly they liked regarding ProW:

- *'One thing that we liked the most was the common reward system and the systematic use of it'*
- *'One thing that I liked the most was the fact that children learnt to accept and respect each other and that there is collectivity between the teachers'*
- *'I believe that the most useful part of the programme was the reward system'*
- *'One thing that we liked the most was the common reward system and the values that children were taught' 4 out of 8 families said they were not informed about ProW.*
- *'I was not informed by the teacher about what ProW is. Therefore, I cannot mention something specific that I liked'*
- *'The teacher is used to sending viber messages regarding the activities that are taking place at school. However, I cannot mention something that I liked since I was not informed about it'.*

Q13: No suggestions for changes were made on behalf of the parents (8 out of 8 families).

Q14: In regards to Q14, 5 out of 8 families said that they were informed about the ways that early childhood teachers encourage children's positive behaviour via the ProW through:

- An information letter and a phone conversation with the teacher.

- A discussion/conversation with the teacher.
- The viber group. The teacher is using viber as the main medium of communication for all matters.
- An information letter and a leaflet.

However, 3 out of 8 families mentioned that they have not been informed about the ways that early childhood teachers encourage children's positive behaviour via the ProW.

Q15: All the parents mentioned that they would love to cooperate with the early childhood teachers in order to design a plan to support children's positive behaviours at school (8 out of 8 families).

In addition, please find below parents' statements regarding ProW (**Q18**):

- *'It is very nice to implement such kind of programmes that promote the positive behaviours in all schools'*
- *'You should continue to implement such kind of programmes that promote the positive behaviours in our children'*
- *'I am very positive toward this kind of programmes that promote the positive behaviour of children at school'.*

2022-2023

A second round of family interviews took place between May and June 2023 by an external coach of the project after two years of implementation. The procedure of their selection was similar to that of the previous year (see 2021-2022). Following the project's Protocol guidelines for family interviews all the interviews were implemented online. 7 parents' interviews were conducted in 3 different schools. Only mothers have participated at the interviews. Native language was Greek for all and all 7 families (both parents) have completed at least a BSc degree and 1 family (one of the parents) has completed high school. All parents were working on a full-time basis (approximately 40 hours per week).

Based on the results of the cumulative report we outline the following findings:

Q1: All parents expressed their general thoughts about the kindergarten of their child. They mentioned that they are very satisfied with the school and the teachers. Most of the mothers mentioned that the communication between parents and teachers is very good.

Q2: The parents said that tend to use different strategies to help their child learn and boost its self-esteem such as:

- parents are using discussions and advice
- They spent a lot of time with the child, they used to play a lot of board games and puzzles, they planned field trips and play together in different activities, and they also have slots for 'story times'.
- activities in the afternoons, and field trips at weekends, rewards (verbal and materialistic) about positive behaviour and discussion of the undesirable behaviours.
- discussions with encouraging words
- spending time to solve together mathematical problems and patterns
- more quality time e.g. draw a picture together.

The parents mentioned that all these strategies are equally important.

Q3: The parents mentioned a lot of things that children like to do at the kindergarten. These are the following:

- drawing at the class, 'story times', and theatre
- play at the playground and at the class, the theatre, going at the park of the school
- loves activities with mathematical problems.
- singing and story times at the class.

Q4: The parents mentioned that their child has learnt the following:

- the child learnt to be more responsible.
- the child learnt a song.

- the child learnt to be more patient and more polite.
- The child learnt to move safer at home and at school.
- The child learnt to wait for its turn.
- The child learnt to be a good listener.

Q5: All families (7 out of 7) said that they knew what ProW is and they provided more details about the project (mention the values and the reward system).

All the families provided further information about the ProW such as:

- Parents said that they know the ProW and specifically mentioned that ProW is a project that includes teaching of social skills and the 3 values (respect, responsibility, safety) in order to reduce undesirable behaviours, and a common reward system for children.
- One mother said that she knows the ProW and specifically mentioned that ProW is a project that includes 3 values (respect, team-work, and acceptance).
- One mother said that she knows the ProW and specifically mentioned that ProW is a project that aims to promote positive behaviours at school via the teaching of values (specifically, respect, responsibility, safety).
- One mother said that the ProW is a programme that aims to improve the well-being of the teachers.
- One mother said that the ProW is a programme that aims to cultivate social skills in children at the early years of their life.

Q6: All the parents mentioned that they noticed only positive changes in their child. Please see their statements below:

- *'My daughter became more patient and to wait for her turn'*
- *'My daughter became more responsible'*
- *'My daughter became a better listener'.*

- *'My son became more polite. He now uses more kind words such as thank you, sorry, welcome etc'.*
- *'My daughter is trying to restrict her moves lately, she moves safer'*
- *'My son is more mature, and he became more responsible. Also, he learnt to handle the conflicts more efficiently'.*
- *'My daughter became more cooperative and sociable. Also, she became more responsible'*
- *'My son has more patience lately', the mother mentioned.*

Q7: Parents mentioned only positive changes on their children after the implementation of ProW. All the parents mentioned that the main reason for these changes is the school. Please see below a few statements on behalf of the parents:

- *'I believe that the reason for these positive changes is the school and specifically the approach of the teacher in matters related to desirable behaviours'*
- *'I believe that the reason for these positive changes is the school and specifically the activities that are related to desirable behaviours'.*

Q8: 5 out of 7 parents said that they did not participate in any activities related to ProW in the preschool environment. However, all of them mentioned that the benefit of the implementation of ProW at their children's school was obvious. Please see parents' statements at Q6. 2 out of 7 parents said that they have participated in one activity at school; an interactive lesson that all the parents were invited by the teacher. Both parents had children in that school.

Q9: Most of the parents (6 out of 7 families) have not participated in any activities at home related to ProW. 2 families mentioned that they have participated in one activity (preparation of a story) but they are not certain if this activity (borrow library) was under the ProW project.

Q10: All the parents except one mentioned that they were not asked to participate in any meetings to discuss common strategies about rewarding the positive behaviour of the children at home and at school (6 out of 7 families).

Q11: All the parents except one mentioned that they were not asked to participate in any meetings to discuss common strategies to deal with the undesirable behaviours of the children at home and at school (6 out of 7 families).

Q12: 7 out of 7 families said that they were informed about ProW through an information letter and a leaflet (flyer – 3 pages). Please find below the parents' statements about what exactly they liked regarding ProW:

- One thing that the mother liked the most was the common reward system and specifically the reward cards that were providing a motive to the children to implement desired behaviours.
- One thing that the mother liked the most was the promotion of the values of respect and responsibility in children.
- One thing that the mother liked the most was the common reward system and the fact that through the activities the children became more responsible and active.
- One thing that the mother liked the most was the cultivation of social skills at preschool years. She mentioned that this is very important.
- One thing that the mother liked the most was the promotion of the 3 values in children and the common reward system.
- One thing that the mother liked the most was the common reward system and the fact that this programme encourages children to try their best to show the desirable behaviour and earn the coupon on their reward cards.
- One thing that the mother liked the most was that the programme is aiming to make children more sociable.

Q13: No suggestions for changes were made on behalf of most of the parents (5 out of 7 families). 2 mothers have suggested the following:

- A suggestion that was made by the parent is to increase parental involvement at the ProW project.
- A suggestion that was made by the parent is for the teachers to incorporate more activities related to arts and theatre at the lesson plans.

Q14: In regards to Q14, 7 out of 7 families said that they were informed about the ways that teachers encourage children's positive behaviour via the ProW through:

- an information letter and a leaflet/flyer

Q15: All the parents mentioned that they would love to cooperate with the teachers in order to design a plan to support children's positive behaviours at school (7 out of 7 families).

In addition, please find below parents' statements regarding ProW (Q18):

- The mother mentioned that she would like to know more about the project. She suggested that a seminar at the beginning of the school year would be ideal.
- The mother mentioned that she would like to know more about the lesson plans that are used at school. This could happen through an interactive class or an informative letter.
- The mother mentioned 'I would like to participate in more activities related to ProW in the future'.
- The mother mentioned that she would like to see the continuity of the project plus the involvement of the parents
- The mother mentioned that she really liked the ProW programme because the children learnt to implement these values at home too. 'It is an efficient programme' the mother mentioned.
- The mother mentioned that she would like to see the involvement of the parents on this programme in the future.

3.5 Main Conclusions

The implementation of the ProW project framework in Cyprus brought the combination of Positive Psychology and Positive Behaviour Support in the pre-primary schools for the first time. SWPBS is a whole school framework which requires systematic and long-term efforts from schools for at least 3 years to apply and integrate in their routine all the different aspects. In addition, ProW brought early childhood teachers' wellbeing in the picture and gave early childhood teachers the opportunity to cultivate and enrich their lives through theory-driven practices of the PERMA model. This report summarises the implementation of the ProW framework as conducted by the Cyprus partners, reporting the actions and the conceptualization of the implementation in year 1 of the implementation (school year 2021 - 2022).

During the school year 2021 – 2022, the Cyprus team built their knowledge capacity with the external coaches and the researchers joining the 10 consortiums' training series. Early childhood teachers responded from the beginning with a high level of drive to implement the ProW project. The early childhood teachers participated in the online training sessions outside of their working hours, showing their high level of commitment. In addition, the collaboration of schools with coaches is considered as a crucial part of the successful implementation of year 1, a school year with many external obstacles for schools to manage.

During the school year 2022 – 2023, with the capacity built in the previous year, the researcher's team successfully steered the project based on the developed ability to anticipate challenges, minimising the coordination efforts. Through the valuable experience and knowledge gained from their prior work, the coaches' team in collaboration with the research team incorporated the feedback received from various sources. This iterative process allowed making adjustments and improvements to the project, specifically aimed at enhancing the support services of preschool settings and facilitating the development of overall well-being of teachers. The impact of these efforts was evident as the commitment levels among the participants was high and the results fruitful. Teachers and coaches alike reported significant gains, both in terms of professional development and personal satisfaction. The team's ability to anticipate challenges this year and their proactive approach to addressing them ensured a smooth implementation of the second academic year of the

project, but also fostered an environment of trust and support. The outcomes achieved stand as a testament to the dedication, expertise and efforts of all participants involved.

4. Greece

4.1 Recruitment process of preschools

4.1.1. The randomization process of preschools

The Greek National ProW leadership team identified 33 Greek ECEC settings, which were randomly allocated to the treatment ($N = 18$) and control group ($N = 15$), based on the project's experimental protocol. The responsible public authorities for implementing the ProW intervention are the Directorate of Primary Education of Western Thessaloniki (DPEWE) and the Municipality of Kalamaria (MoK). These public authorities involved are high-level Ministry/municipality bodies that play a strategic leadership role in the project. All ECEC settings were from the region of Central Macedonia, the prefecture of Thessaloniki.

At the beginning of the project, on the 23rd February 2021 and 17th March 2021, public authorities DPEWE and MoK in cooperation with IHU prepared and disseminated a circular for inviting ECEC settings to express a preliminary interest in the ProW project. Then, DPEWE and MoK provided the list of the participating ECEC settings and ensured full access to the ECEC settings for the effective implementation of the ProW intervention (e.g., data collection). In order to meet the project's requirement of a minimum of 15 schools in each country, the Greek National ProW leadership team recruited a large sample of ECEC settings, as it was taken into account the possibility of experimental attrition (loss of participating schools during the 2 years of the project – dropouts).

Afterwards, IHU prepared all documents regarding the partnership agreement between the Greek National ProW leadership team and ECEC settings and early childhood teachers. All ECEC settings completed the agreement form which outlined their role and tasks in the project. Also, IHU prepared and translated in Greek the consent forms for parents. DPEWE and MoK were responsible to inform ECEC staff and to collect back all signed documents.

4.2 Data Collection Procedures

4.2.1 The translation process of instruments

Research members from participating countries developed an international English version of questionnaires. Countries subsequently translated and adapted these materials to their languages. In particular, the instruments were translated into Greek, using the back-translation method. First, researchers translated the scales into Greek, and then, a native speaker conducted a back-translation into English. Afterwards, the two versions of instruments were compared, and adaptations were made to suit the cultural setting. It should be noted that the majority of instruments have already been available in the Greek language as they have been used in other research studies. Throughout this process, the overarching aim was to use or adapt high-quality instruments that were internationally comparable yet also appropriate to each country's national context and education system.

The reviewer/translator had the following qualifications:

- Native speaker of the target language;
- Experience working with early childhood teachers and children in the ECEC context; and
- Familiarity with test development.

The ProW instruments requiring translation and/or adaptation were:

- Preschool Climate Scale
- Adaptive Social Behavior Inventory
- Child Behaviour Rating Scale
- Fidelity Assessment template (paper-based delivery and optional online delivery)
- PBIS Team Implementation Checklist (paper-based delivery and optional online delivery)

4.2.2 Piloting instruments

Following the above procedure, the questionnaires were pretested with ten early childhood teachers, and minor changes were introduced based on early childhood teachers' feedback.

4.2.3 The administration process of instruments

Before data collection, a specific coding procedure across all participating countries was adopted. Each setting, early childhood teacher and child participating in the intervention were assigned unique codes, which were nested. Specifically, coding of the participants for Greece proceeded in steps as follows:

The Greek code begins with a two digits number: 10

- Each setting in Greece received a unique code for example 01, 02 ...20, which follows the initial two-digits code of Greece and finally,
- Each one of the staff in the preschool settings (early childhood teachers, assistants etc.) received a unique personal code 01, 02, 03 etc., which follows the previous code scheme of the setting in Greece .
- Each child received an additional code which formed based on the previous step-wise logic.

Greek National Teams prepared the code series and the coaches provided the code series to each setting, where they were randomly distributed to the participants. The Head of each preschool setting keep safely the list of the code distribution. Next, each one of the participants used his/her own code for completing the required questionnaires. This procedure ensured the anonymity of the responses as external coaches or members of the research team were not able to know the correspondence between codes and participants.

1st Data Collection – October to December 2021

External coaches were responsible for the pre-assessment - 1st data collection, which was completed in October 2021 before the beginning of early childhood teachers' training. The questionnaires were administered to the participating ECEC settings of both the experimental (Group A) and the control (Group B) groups. A web-based survey in Greek was launched via emails of participating ECEC settings. According to the provided guidelines, the teacher questionnaires (School & Teacher Demographics and scales 1-6 & 14) were administered to all the early childhood teachers with the exception of scale 6, which referred to early childhood teachers' professional development and was completed only from Group A. Then, the preschool's climate scale (7) and children questionnaires (8, 10, 11) were administered to early childhood teachers in December 2022, giving a deadline until the

middle of January 2022. After this period, the first assessment of the PBIS Team Implementation Checklist (scale 13; *only TG schools*) were completed.

2nd Data Collection – May to June 2022

The 2nd data collection was conducted from May to June 2022. Following the above assessment, a second web-based survey in Greek was conducted. Teacher and children questionnaires were administered to all early childhood teachers of the 33 participating ECEC settings (School & Teacher/Children Demographics and scales 1-5, 7-11, & 14). In addition, the second assessment of the PBIS Team Implementation Checklist and the TFI fidelity assessment were also conducted for ECEC settings at Group A at the same time. During this period, external coaches also collected qualitative data from parents through interviews. The family interviews (FI) conducted to explore parents' views on the use and impact of the ProW framework. Participants were eight families from the experimental group. The sampling method that we used for data collection was purposive.

3rd Data Collection – October to December 2022

External coaches conducted the third data collection in October 2022, before the early childhood teachers' training of Group B began. The same procedure for the T2 data collection was followed, and no deviations from the intervention design occurred.

4th Data Collection – May to June 2023

Teacher and children questionnaires were administered to all early childhood teachers of the 33 participating ECEC settings, including School & Teacher/Children Demographics and scales 1-5, 7-11, & 14. The second assessment of the PBIS Team Implementation Checklist and the TFI fidelity assessment were also conducted for ECEC settings at Group A & Group B during this period. In addition to the quantitative data collection, the ProW project also included qualitative data collection from parents through interviews. The family interviews (FI) were conducted by the external coaches. These interviews were conducted on April 2023.

4.2.4 Response rates

High levels of participant recruitment and retention are critical to the success of any cohort study. To encourage recruitment and retention, researchers invested into a dialogue and long-term relationships with external coaches and then, they supported early childhood teachers’ ongoing participation across the project’s lifecycle.

Table 7 display the participation rates of Greek implementation for the year 1 and 2 in the early childhood teachers and children survey. The response rate for the first year of the Greek implementation was 97.8% for the teacher’s questionnaires. Regarding the children questionnaires, the response rate was 98.6% (Table 7).

Table 7

Description of participating ECEC settings, staff and children

	Group A	Group B	Total no. of ECEC settings	Total no. of teachers	Total no. of children
Year 1 T1	18 ECEC settings	15 ECEC settings	33	94	1082
Year 1 T2	18 ECEC settings	15 ECEC settings	33	91	1067
Year 2 T3	18 ECEC settings	16 ECEC settings	33	113	1231
Year 2 T4	18 ECEC settings	15 ECEC settings	33	113	1199

4.3 Description of Country Context: Demographics

In the beginning of the project, instead of the 15 ECEC settings that were expected to participate in the project, the public authorities (DPEWE and MoK) and IHU research members selected 34 ECEC settings as a safety precaution to be able to “absorb” any potential drop out of a ECEC setting during the project’s implementation. Indeed, in the first weeks of the schools’ participation, one ECEC setting chose to drop out of the project. This ECEC setting decided that it did not wish to participate in the project because they were

already implementing another research project and the workload was considered above what they could handle.

Thus, overall 33 ECEC settings remained in the study by October 2021. The collaboration among the ECEC staff proved to be a key factor for the project's successful implementation. To empower this collaboration, the four external coaches from DPEWE and MoK were always accompanying early childhood teachers, every time they visited an ECEC setting either for data collection, or for a training seminar or to support a meeting. Having external coaches present every time in all the activities in the ECEC settings, added "weight" and facilitated the acceptance of our external coaches by the early childhood teachers.

Table 8a

Greece ECEC settings Demographics Table for Group A -Year 1

School Code	N Teachers	N Children	N Teachers	N Children	Urban/Rural
	T1	T1	T2	T2	
1 B DPS	4	70	4	70	Urban
2 Bilios	4	68	4	67	Urban
3 DPS Foinika	1	24	1	24	Urban
4 2 nd Pefka	2	16	2	16	Urban
5 4 th Pefka	4	43	3	43	Urban
6 1 st Sindos	3	29	3	29	Urban
7 3 rd Oraiokastro	3	32	3	32	Urban
8 8 th Stavroupoli	4	23	4	23	Urban
9 20 th Stavroupoli	2	25	2	24	Urban
10 1 st Litis	3	29	3	29	Rural
11 2 nd Koufalia	2	19	2	19	Rural
12 5 th Koufalia	1	19	1	18	Rural
13 4 th Efkarpi	7	85	7	84	Urban
14 32 nd Evosmos	3	46	3	46	Urban
15 33 rd Evosmos	2	22	2	22	Urban
16 6 th Sykies	4	20	3	20	Urban
17 8 th Neapolis	3	18	3	18	Urban
18 10 th Neapolis	2	18	2	18	Urban
Total	54	606	52	602	

Table 8b

Greece ECEC settings Demographics Table for Group B -Year 1

School Code	N Teachers		N Children		Urban/Rural
	T1	T1	T2	T2	
1 DPS A	2	27	2	27	Urban
2 DPS Votsi	2	26	2	26	Urban
3 DPS Aristotle A	3	46	3	46	Urban
4 DPS Aristotle B	2	41	2	41	Urban
5 Chrisaugis	3	28	3	27	Rural
6 3 rd Diavata	4	38	4	37	Rural
7 3 rd Lagkada	2	21	2	20	Urban
8 17 th Stavroupoli	4	33	4	32	Urban
9 4 th Koufalia	1	16	1	16	Rural
10 3 rd Koufalia	3	44	3	44	Rural
11 2 nd Kuminwn	3	35	3	32	Urban
12 17 th Evosmos	4	36	4	36	Urban
13 5 th Evosmos	2	24	2	24	Urban
14 14 th Neapolis	2	28	2	24	Urban
15 9 th Kordelio	2	33	2	33	Urban
Total	39	476	39	465	

By the end of June 2023, a total of 33 ECEC settings were still participating in the study.

However, there have been some changes in the number of participating early childhood teachers and children. This is due to some mergers of ECEC settings in Greece, which led to an increase in the number of participating early childhood teachers and children.

Additionally, some early childhood teachers have retired, while others have moved to different ECEC settings. Despite these changes, the research team has been able to successfully continue with the study and collect data from the remaining ECEC staff

4.4 Description of Implementation

The Greek National ProW leadership team implemented the research design and measures as described in the D2.2 report. The experimentation field trials were conducted for two

consecutive academic years, the first year being from September 2021 to June 2022 and the second year from September 2022 to June 2023. During this period, the team followed the planned intervention protocol and collected data at various intervals. The team also encountered challenges during the implementation process, such as the retirement or transfer of some teachers, but managed to overcome them and successfully complete the experimentation phase. The collected data will be analyzed to determine the impact of the ProW framework on the target group's outcomes, and the results will be used to influence national and European policies and practices on enhancing early childhood teachers' well-being and boosting the teaching profession.

4.4.1 Coaches and researcher's role

Each country was responsible for forming a National ProW leadership team consisting of public authority representatives and academic research partners. In particular, the Greek ProW leadership teams consisted of the public authorities (DPEWE and MoK), the academic experts (IHU and UoC) and external coaches' team. The external coaching team was in charge of training and coaching ECEC staff to implement the ProW intervention. Careful selection of qualified and experienced individuals took place in each country, as it could impact our ProW intervention implementation and project outcomes.

The public authorities' partners collaborated with the research partners in each country to identify coaches, who should demonstrate evidence on these desired skills and qualifications:

- Graduate degree (master's or Doctorate) in Education, or Psychology, or related field
- Expertise in adult education training
- Fluent in oral and written English language
- Excellent interpersonal communication skills
- Ability to work in groups and receive constructive feedback

The Greek ProW external coaches' team were selected based on their wide teaching experience in ECEC settings and their professional skills. The coaches of the Greek team had several years of service in schools, counselling experience as school advisors and almost all of them had a doctorate degree as well.

All research partners (IHU, UoC, IoD, CARDET and UPIT) collaborated in training them. Each country assigned a supervisor (or coordinator) from the external coaches, who was responsible for overseeing all external coaches' work during all phases of the project.

External coaches completed numerous tasks during the project's lifecycle:

1. Each external coach was assigned to be responsible for a numerous of ECEC settings to train, coach and support them throughout the intervention implementation. S/he attended meetings on a monthly basis as a coaching team to coordinate tasks with ECEC settings.
2. Meetings on a regular basis with other European coaches and coordinators via ZOOM to receive professional development training and discuss challenges encountered in ECEC settings.
3. Provided feedback regarding the quality of their training procedure (focus group study - qualitative data).
4. Coaches developed, refined and implemented training materials in target ECEC settings following the guidelines of the research partners.
5. Frequent visits on the online platform (Moodle) to access resources and upload material.

External coaches under the cooperation and supervision of the national ProW teams implemented the remaining five training sessions to all early childhood setting teams of the experimental group and conducted regular visits or arranged online meetings with each early childhood setting team to provide guidance and problem solving when needed. To achieve and maintain high external training capacity on ProW implementation and improve coaching skills, national ProW teams and external coaches had frequent communication.

4.4.2 Team training and support (eLearning platform)

Each country's external coach's team was trained centrally with all European coaches. Training sessions of external coaches took place online at the following dates (for an overview see Appendix A.1):

Table 9
Training sessions of external coaches

Training sessions		Dates
IoD organised	the 1 st training session of external coaches led by Anastasios Stalikas	06/07/21
IoD organised	and led the 2 nd training session of external coaches	13/07/21
IoD organised	and led the 3 rd training session of external coaches	14/07/21
UoC organised	and George Manolitsis led the 4 th session of external coaches	19/07/21
UoC organised	and George Manolitsis led the 5 th training session of external coaches	23/07/21
UoP organised	the 6 th training session of external coaches	26/07/21
UoC organised	the 7 th training session of external coaches	30/08/21
UoC organised	the 8 th training session of external coaches	31/08/21
UoC organised	the 9 th training session of external coaches	01/09/21
UPIT organised	the 10 th training session of external coaches	02/09/21

During the field trials, external coaches with the supervision of IHU, CARDET, and UoC partners, participated regularly in online meetings to share concerns, to give information about the implementation of the intervention and to share training material. In general, IHU and UoC provided permanent support, counselling and coordination to the Greek external coaches' team during this period.

To support even more the external coaches' work and the quality of the training procedure and the implementation of the intervention, an online collaboration space was established and was linked to the project's website (<https://elearning.prowproject.eu>). In this online space, partners and external coaches had access to several of the project outputs. In particular, National ProW leadership teams, external coaches and school staff used it to share materials, activities and any relevant stuff regarding the ProW intervention. Through this online platform National ProW leadership teams, external coaches and school members uploaded and shared their work and exchanged best practices enhancing thus collaboration

among them. Within the online platform, there are eLearning courses with online modules for further early childhood teachers' professional development and they are accessible to all participating early childhood teachers.

4.4.3 Coaches' engagement in ECEC settings

External coaches in Greece were assigned to specific ECEC settings each and engaged with the ECEC settings together with the DPEWE and MoK school counselors who participated in the project, at least once a month for a meeting with each school. Moreover, each external coach (one per approximately 4 treated ECEC settings) guided and supported participating early childhood teachers throughout the implementation period via synchronous (visits, video and phone calls) and asynchronous communication (emails and posts uploaded on Project-Moodle Platform). External coaches with cooperation with IHU and UoC used the ProW training manuals to provide early childhood teachers with training and support on PERMA and SWPBS frameworks. In addition to the PERMA and SWPBS, early childhood teachers received training and coaching targeting their own careers within the context of Greece. External coaches provided ten training sessions to early childhood setting teams for the first and the second year of the ProW implementation, Group A and Group B respectively (for an overview see Appendix 2, B Greece). The initial five training sessions of school leadership teams were held online.

Then, ECEC staff with external coaches created a leaflet in order to inform the parents about positive psychology and how the ProW programme could contribute to improve the ECEC settings. Next, ECEC staff organised meetings with parents asking their consent and cooperation. ECEC staff with the support of the external coaches developed a common vision and philosophy on dealing with challenging behaviours for each ECEC setting and identified two to three schoolwide expectations/values (e.g., "be tolerant") and behavioural rules (Table 10).

Table 10

Description of school visions and selected values for Greek educational context

ECEC settings	School vision	Values
Group A		
1 B DPS	Strengthening the self-confidence and self-esteem of the children through the school's positive climate as well as promoting children's well-being	Respect-Responsibility
2 Bilios	Providing freedom and opportunities to every child in order to develop its best self	Respect-Responsibility
3 DPS Foinika	Promote equality, accept diversity, break down stereotypes and give equal opportunities to all children	Cooperation
4 2 nd Pefka	Friendship-team-cooperation, the secret to success	Responsibility-Safety- Kindness
5 4 th Pefka	With kindness, cooperation and responsibility, we have a fantastic, wonderful, perfect time in our class	Cooperation-Responsibility-Kindness
6 1 st Sindos	In this school we find the mystic to be safe, responsible and kind	Responsibility-Safety- Kindness
7 3 rd Oraiakastro	All together a big hug	Respect-Safety
8 8 th Stavroupoli	The creation of a school in which students and teachers can positively interact and support a positive learning climate in the school unit.	Respect-Responsibility-Safety
9 20 th Stavroupoli	Children of this ECEC setting to be kind, responsible and respect others	Respect-Responsibility- Kindness
10 1 st Litis		Respect-Responsibility-Safety
11 2 nd Koufalia	Creation of a school that operates within the framework of equality, cooperation, democracy, awareness of the existence of the "other" and their needs, acceptance of diversity.	Respect-Responsibility-Safety

12 5 th Koufalia	Creation of a school that operates within the framework of equality, cooperation, democracy, awareness of the existence of the "other" and their needs, acceptance of diversity.	Respect-Responsibility-Safety
13 4 th Efkarpi	Children be happy and interact equally with each other. Our motto is "Happy Life, Strong Company."	Responsibility- Kindness-Patience
14 32 nd Evosmos	Create a friendly and happy school where we all learn and become better	Responsibility- Kindness
15 33 rd Evosmos	Students, teachers and parents work together for each child's whole development	Kindness-Cooperation-Communication
16 6 th Sykies	In our school we want our children to feel free and improve themselves	Responsibility- Kindness
17 8 th Neapolis	Create and maintain a positive, friendly and safe learning environment that enhances our school culture	Kindness-Safety
18 10 th Neapolis	Create and maintain a positive, friendly and safe learning environment that enhances our school culture	Kindness-Safety

Group B

19 A DPS	Establish a conducive environment that fosters the development of a responsible, sensitive future adult who values and respects not only their own uniqueness but also that of others	Respect- Responsibility
20 Votsi	All together responsible and kind we can be happy and smiling	Responsibility- Kindness
21 Aristotelis A	Enhance the self-confidence of young children by encouraging self-directed activity and promoting autonomy, while also fostering interpersonal relationships within a group context	Respect- Kindness
22 Aristotelis B	Create a safe, creative, stimulating environment	Responsibility-Friendship
23 Chrysaugis	With cooperation, kindness and respect, we build our own beautiful preschool.	Respect-Kindness-Cooperation

24 3 rd Diavaton	We dream of our preschool becoming a place that operates in the spirit of values. A preschool where children will feel love, dignity, understanding and will act with respect and responsibility	Respect- Responsibility
25 3 rd Lagkada	Children acquire the ability to care for themselves and their peer	Respect-Responsibility-Safety
26 17 th of Stavroupoli	Provide a joyful and educational atmosphere, where children engage with each other in a respectful manner and cultivate meaningful friendships	Respect-Responsibility- Friendship
27 4 th of Koufalion	Create a friendly and happy environment where children will interact responsibly and respectfully	Respect-Responsibility
28 3 rd of Koufalion	Create a happy and safe learning environment through strengthening positive relationships	Respect-Kindness
29 2 nd of Kiminion	Every child is heard, and everyone actively listens to their peers while demonstrating politeness in their interactions with one another	Respect-Kindness
30 17 th Evosmos	The preschool community endeavors tirelessly to establish an atmosphere that fosters mutual respect	Responsibility-Safety
31 5 th Evosmos	The promotion of the values of cooperation and respect, through the exercise of patience and the choice to use kind words	Respect-Cooperation
32 14 th Neapolis	Create an environment where every child respects and feels safe around their peers, and embraces their own unique qualities as well as those of other	Respect-Safety
33 9 th Kordeliou	Cultivation of the values of kindness and responsibility for the successful social integration of children	Responsibility-Kindness

Moreover, ECEC staff developed lesson plans which were initially reviewed by external coaches and then, early childhood teachers reviewed regularly their action plans and made changes in situations where children did not respond appropriately. ECEC staff decided which educational equipment could be used. Visualised posters were created to become a key tool for the implementation of the program. All developed material was uploaded by external coaches in the eLearning platform at each school section. These materials are open access (<https://elearning.prowproject.eu/course/view.php?id=27>). Below, you can see examples of these material:



IHU with CARDET’s coordination, as suggested in the proposal, has organised online meetings with external coaches to ensure the close monitoring and high quality of national ProW training capacity to support early childhood teachers and schools across the four countries on ProW implementation. Evidence of the meetings, training, and material developed during this period are available. In general, IHU and UoC provided permanent support, counselling and coordination to the Greek external coaches’ team during the first and the second year of the ProW implementation.

4.4.4 Family interviews

Family interviews aimed to explore parents' views on how they perceive their children's participation in ECEC settings where ProW is running. Specifically, external coaches aimed to gain insights into parents' experiences regarding: a) the context of their child's ECEC setting, b) their participation in ProW and c) their collaboration with ECEC staff in relation to ProW.

Procedures

External coaches contacted the potential interviewees via phone and/or e-mail to schedule time for the interviews. Participants were informed that their participation was completely voluntary; that they could withdraw at any time for any reason without penalty; that no personal, private information that identified them would be collected, and their participation would be kept anonymous in reporting results. External coaches then scheduled online meetings with parents, due to COVID19 pandemic, via ZOOM or Webex, to protect the health and safety of all parties involved. Eight families from the experimental group (1st year 2021-2022) and seven families from the control group (2nd year 2022-2023) agreed to participate (Table 11). External coaches acquired the consent of the participants prior to starting the interviews. The consent form described the goals of the study, potential risks, participants' rights, and contact information of the Greek research team. Participants were informed that the interview would take approximately 30 to 40 minutes.

Table 11

Participants' children demographics

	Group	Child's age	Child's gender	Child's ethnicity	Native language
Family 1	A	4	Boy	Greek	Greek
Family 2	A	4	Girl	Greek	Greek
Family 3	A	5	Girl	Greek	Greek
Family 4	A	5	Boy	Greek	Greek
Family 5	A	5	Girl	Greek	Greek
Family 6	A	5.5	Boy	Greek	Greek
Family 7	A	5	Girl	Greek	Greek
Family 8	A	5.5	Boy	Greek	Greek

Family 9	B	5.5	Boy	Greek	Greek
Family 10	B	5	Boy	Greek	Greek
Family 11	B	4.5	Girl	Greek	Greek
Family 12	B	5.5	Girl	Greek	Greek
Family 13	B	5.5	Girl	Greek	Greek
Family 14	B	5.5	Boy	Greek	Greek
Family 15	B	3	Girl	Greek	Greek

Method-Analysis

A qualitative method was used to collect and analyse data in order to answer the research questions related to parents' experiences on ProW implementation within the school system.

Cluster and Themes

The findings of this study are divided into three clusters, which identify the parents' experiences regarding their interpersonal relationships and the ProW implementation within the school system. Under each cluster, there are common themes shared by parents that explain their experiences and interests regarding the application of ProW in the school system. These clusters are: a) the context of their child's ECEC setting (two themes), b) parents' views about ProW implementation (two themes) and c) their collaboration with ECEC staff in relation to ProW (two themes).

Results

As an introductory question for parents to get familiar with the interview process, external coaches asked them to describe their child's interests/activities at home. The following paragraph summarises the parent-child interpersonal experiences at home.

Parents revealed that they were knowledgeable about their child's interests. The common factors that they mentioned were the parent-child talks about the preschool day, parent-child play with board games, little figures (e.g., animals, dinosaurs), participation in various activities (drawing, painting, playing, and creating), making puzzles, reading books etc.

Parents 6 and 8 responses indicated that they continue to give an active role to her children

at home, as is done in the ECEC setting, mentioning e.g. the visit to the supermarket or to cook together etc. Moreover, many parents (2, 3, 4, 5, 13, 14, and 15) highlighted that they spend a lot of time talking with their children and try to strengthen their children's knowledge and confidence obtained in ECEC settings through new activities in the home environment. Parents 9 and 10 believe in socializing children with other children and adults. They appreciate the routine and discipline learned at school and noticed a positive change in her child's knowledge and cognitive skills during kindergarten. They believe that talking to their children and explaining things to them helps build confidence. Parents also place importance on reading books together and playing with other children. Parent 11 parent is satisfied with the school, especially because it has a courtyard that is rare to find in the city. The parent initially had concerns about how their child would cope but is now happy with how things are going. Parent 13 and 14 both express high levels of satisfaction with their children's ECEC classroom and their own relationships with the early childhood teachers. They commend the preschool for providing various educational content and activities to their children while treating them with empathy and sensitivity. The parents emphasize that they feel welcomed by the space and staff of the kindergarten, which has fostered a high level of trust.

Cluster 1 The Context of their Child's ECEC Setting

Child's learning/experiences in early years settings. The definition of this theme is parents' current knowledge and understanding of a child's learning/experiences. The parents' responses indicated that children feel good and enjoy the preschool, deriving it from the positive reactions of their children to going there "*he wants to play with his friends*", "*she gets excited about the discussions in the "pareoula"*", "*she refers to knowledge from the topic "Spring and flowers", planting seeds and flowers and knowledge about the needs of plants*". Parent 5 stated: "*She refers a lot to the values she learns in the classroom, about safety, responsibility, kindness, waiting patiently and raising her hand when she wants to speak. So yes, she really enjoys the ECEC setting*". Moreover, Parent 2 indicated that her child learned to share their stuff and wait for her turn because "*...she is very impatient. In general, lately she learned how to handle behaviours better like I share, and I am a kind kid*". Parent 11 when the child follows them, the parent rewards her. The parent 11

believes that the most important rules are to learn to respect others and to become a good person in society. Parent 13 mentions that her child enjoys painting, and describes it as a very creative activity for him. She also notes that her child enthusiastically talks about the group games they play during organized or break times.

Child's changes/experiences in the last months. The definition of this theme is the parents' perceived ability to indicate and understand their child's changes. Parent 8 indicated that in the last two months he has seen a maturity in his child's way of thinking: he takes initiatives, and this helps him. Parent 7 mentioned changes in the child's skills to shape her drawings, write her name and draw a human figure. Parent 7 also noticed one more change in her child since preschool implemented the ProW project. The child has started to try to manage her anger, as she is often referred to as the anger beacon, a practice learned in the ECEC setting. Then, parent 7 rewards her verbally every time that she succeeds. Parent 5 explained that they have noticed changes in their child's behaviour, such as helping to put away toys, after the game is over. They think she learned at school recently, but in other things the parents think they were the first to help their child such as for example, in a lesson they did about the monuments, she and her parents had already seen their photos, because they had shown the corresponding learning interest. The change in behaviour they found from participating in the program is that of responsibility, "...she used to play, give up and leave. Now she's participating and tidying up". Her father claims that this is a benefit of the ProW program, "she has started to be patient and attributes it to the work done in the ECEC setting, because the specialised training from the early childhood teachers has immediate impact".

The majority of parents' reported changes in their child's behaviour in the last months that occurred due to the ProW implementation. Parent 1 stated: "He's been doing wonderful and I really think if we didn't have that program...He is kind, he asked his mother to also say thank you/please in their mutual relationships and he is patient on the playground.". Parent 3 referred to 'kindness' and 'patience' and she noticed that her daughter often asks in a kind way for things. Comparing earlier behaviour, Parent 3 mentioned that she was more demanding and "vertical" "...the change was attributed to the ProW project.". Child has explained that in an ECEC setting children reward positive behaviour with cards or with

marks on their little hand, which she likes. Parent 3 was very satisfied with the ProW project. Parent 9 mentioned that their child has been using kind words more frequently over the past month, and this change is noticeable. Parent 13 mentioned that her child, who used to be introverted and unable to adapt to group settings but has since become more participatory thanks to the program. The program learn children about rules, respect, and politeness, which the mother considers an interesting aspect for the child. She also notes that the school's educators are doing an excellent job and that she wants to praise them every time she sees them.

Cluster 2 Parents' views about ProW implementation

Parental involvement in ProW implementation. The first theme that emerged from this cluster is parental involvement in ProW implementation. The definition of this theme is how parents are engaged in the implementation of ProW within ECEC systems in both the school and home settings. ProW implementation with the school systems was instrumental in improving children's behaviour at home. Parent 1 stated: "they can solve a lot of issues, a lot of behaviour issues. Yeah and it's a positive experience.". Parent 3 stated that the rewarding system at home is based on moral issues such as verbal rewards such as "Well done!", "I'm proud of you!". It seems that the mother recognizes the result of the effort at home and at school. Parent's 6 responses indicated that their engagement with the school was beneficial due to the accurate instruction and direction that they received from the schools to apply in the home environment. In particular, Parent 6 stated: "The issue of rewarding positive behaviour was discussed 2-3 times with early childhood teachers, and how it can be continued at home. If a project is done from 8:00 to 2:00, it must continue to see the result, there must be cooperation with early childhood teachers and parents. If you have a teacher with passion and a parent doesn't, there is no result and then, the child gets confused too.".

Overall, they found ProW to be a pleasant experience for them and their children, which promoted positive learning. Finally, the participants noted that the implementation of ProW in the ECEC settings is crucial in helping their child to acquire appropriate behaviour .

Parents' views on positive/negative factors of ProW implementation. This theme emerged from the second cluster is parental satisfaction/dissatisfaction with ProW. The definition of this theme is the parents' views on positive/negative factors with the ProW implementation. A majority of the parents stated that they found ProW to be beneficial and helpful. Parent 1 stated: "He learned how to be patient, acquire kind behaviours , be responsible and share things. He cultivated his ego and gained confidence.". Parent 3 stated: "I would say that it is definitely a great program. Through the ProW program, children learn to become better people, for themselves and for others. I am very satisfied, and I have no changes to indicate.". Parent 4 enjoyed dealing with the value of "kindness" because she appreciated it as the highest value in social life and she was concerned about how she could teach it to her child as a new mom. While Parent 4 recognized a big difference in her child. Characteristically she mentioned: "During the program I saw my child go up three and four levels". Overall, parents reported positive experiences in terms of ProW implementation. Parent 13 stated about the effectiveness of the ProW program for children. The parent is attributing the program's effectiveness to good organization and planning, as well as an interest in the children's needs. Parent 14 stated that "Teachers through this well-being, create an appropriate environment through which there is a better collective condition in the relations of children with teachers".

Cluster 3 Parents collaboration with ECEC staff

How parents learned about the ProW implementation. This theme that emerged from this cluster is how parents learned about the ProW project. The focus of this theme is how school systems inform and communicate with parents regarding the SWPBS. Most of the participants acknowledged that the school systems helped them to understand and learn about SWPBS through personal conversations, newsletters, school-family meetings, e-mails etc. Parent 6 mentioned SWPBS was delivered to them through communication with a child psychologist and a behaviour therapist as an intervention they used with their children in primary school. Another parent explained that communication with the principal of the ECEC setting helped her to deeply understand the ProW project at the beginning of the school year. Parent 9 is positive towards parent-teacher cooperation and suggested the establishment of small groups of parents together with their children inside the

kindergarten to do some actions and in actions connecting the kindergarten with the outside world. Parent 14 was particularly impressed by the teacher's enthusiasm and warmth, which made her feel that the teacher really believed in the Program and wanted the parents to be involved. The mother describes the teacher's presentation as being heartfelt and delivered with a sense of privilege or advantage for the kindergarten in participating in the Program. Finally, Parent 15 indicated that the collaboration between early childhood teachers and parents is essential. He stated that the child's challenging behavior was also tackled, and the results were positive *"The child's level of patience increased, and she learned to manage her reactions better. When she is denied something she wants, she accepts it without complaint"*. The program also helped the child to cooperate better, become more respectful and kind, and understand the value of patience, reducing impulsive reactions.

Parents' contribution and support ProW. The definition of this theme is how parents supported the school in implementing the ProW. Most of the parents' responses indicated that they fully supported the school personnel by working with their children at home, reinforcing the same expected behaviours by the early childhood teachers at the ECEC setting. Most parents (1,2,5,6,) described their contribution as communicating with their children's teachers about the children's behaviour on a regular basis. Moreover, many parents disclosed several ways they were involved, such as daily communication with the early childhood teachers, in-person by visiting the ECEC setting, and attending online meetings. Parent 13 mentioned that parents were given the opportunity to vote on the most desirable thematic units for the year, which resulted in the selection of "Cooperation" and "Respect" as the focus. Also noted that parents had the opportunity for more specific clarifications when their children arrive and leave, indicating that there is ongoing communication between the kindergarten and parents.

Nevertheless, it seems that there are parents that don't believe in the importance of their involvement and the equal sharing of responsibility between parents and schools to enhance the child's appropriate behaviour. Parent 4 stated: *"...as educators, they know their work very well and I am not an expert to suggest, plan and point out things that I don't know"*. Moreover, parents' 7 and 8 responses indicated that they are willing to participate in

designing a behaviour plan if requested by early childhood teachers, "as experts" because they have the responsibility of educating children.

Discussion-Conclusions

Findings of interviews suggests that parents reported being knowledgeable about their child's interests and engaging in various activities with them such as board games, drawing, cooking, and reading books. Some parents highlighted the importance of socializing their children with other children and adults, while others appreciated the routine and discipline learned at school. It seems that parents felt welcomed and trusted the staff of the kindergarten.

The Cluster 1 consists of parents' knowledge and understanding of their child's learning and experiences in early childhood education and care (ECEC) settings, as well as perceived changes in their child's behavior in the past months, particularly due to the implementation of the ProW project. Parents reported that their children enjoy and feel good about attending preschool, and have learned skills such as sharing, patience, and kindness. They also noted changes in their child's behavior, such as managing anger, using kind words, and becoming more participatory in group settings, which they attributed to the ProW program. Overall, parents expressed satisfaction with their child's ECEC setting and the early childhood teachers' efforts in promoting their child's development

Regarding the cluster 2 "Parents' views about ProW implementation in early childhood education and care (ECEC) settings." The first theme that emerged was parental involvement in ProW implementation, with parents engaging in the implementation of ProW in both school and home settings. Parents found ProW to be a positive experience for them and their children, which promoted positive learning and helped their child to acquire appropriate behaviour. The second theme was parental satisfaction/dissatisfaction with ProW implementation. Parents expressed positive views on the program, stating that it helped their children become better people, and they had no changes to suggest. Overall, parents reported positive experiences with ProW implementation, attributing the program's effectiveness to good organization, planning, and an interest in the children's needs.

The theme of "Cluster 3 Parents collaboration with ECEC staff" revolves around how parents learned about and supported the implementation of the ProW project. The majority of parents in this cluster reported that they learned about the ProW project through personal conversations, newsletters, school-family meetings, emails, and communicate with professionals. Many parents actively supported the school's implementation of ProW by reinforcing expected behaviors with their children at home, communicating regularly with teachers, attending online meetings, and visiting the ECEC setting. Some parents, however, did not believe in the importance in enhancing their child's appropriate behavior and did not want to suggest or plan anything. Overall, this cluster highlights the importance of effective communication and collaboration between parents and school staff to implement successful behavior support programs. Generally, findings showed that parents' participation was limited to specific roles such as informing early childhood teachers of any changes in their children's behaviours at home. One possible explanation for this finding could be that either early childhood teachers or parents believe in the equal sharing of responsibility between parents and schools. Given the results of this study, parental involvement has salient implications, not only for the families of children with challenging behaviour, but also for the school systems since the families have a shared responsibility in children's education. In conclusion, the study's findings suggest that the ProW)program is feasible and effective in promoting children's social-emotional competence and reducing behavior problems in ECEC settings. Parent-teacher collaboration is crucial in the program's successful implementation, and schools should promote it to ensure its success.

4.5 Main Conclusions

The ProW project was well received by the Greek early childhood teachers, parents, and children who were involved in the project. The thematic fields of the project were highly motivating for the teachers, and they actively participated in open discussions and collaborations. The relevance of the ProW project was confirmed by IHU, UoC, DPEWE, and MoK. The implementation of intervention programs in early childhood education is limited in the Greek educational context, but the ProW project was successfully implemented by the early childhood teachers who understood the methodology and principles behind the project.

The national training and workshops, as well as the collaboration activities among Greek partners, were positively assessed for building the ProW training and coaching capacity for PERMA and SWPBS implementation. Qualitative and quantitative data were collected during the first and second years for the experimental and control groups, respectively, to examine the impact of the ProW framework on the target group's outcomes. The results will be used to influence national and European policies and practices on enhancing teachers' well-being and boosting the teaching profession. Additionally, feedback will be gathered to improve the methodology of the ProW project (D2.3 Pilot report and Revised protocol).

One of the significant benefits of the ProW project is that it did not face any challenges in terms of methodology or implementation. This is crucial because it demonstrates that the project was well-designed and executed effectively. The project's success can be attributed to the support and active participation of all interested parties. Moreover, the ProW project has filled a gap in the Greek educational context by providing a successful intervention program in early childhood education.

In conclusion, the ProW project's success demonstrates the importance of implementing intervention programs in early childhood education to improve teachers' well-being and enhance the teaching profession. The support and active participation of all interested parties were critical to the project's success, and the absence of challenges during implementation indicates the project was well-designed and executed effectively. The ProW project could influence national and European policies and practices to prioritize well-being and mental health in early childhood education, and it can serve as a model for other countries interested in implementing similar intervention programs.

5. Portugal

5.1 Recruitment process of preschools

The recruitment process of preschools in Portugal was conducted in close cooperation with the Municipality of Lousada – public authority partner. The Municipality of Lousada encompasses four public school clusters comprising schools directed at all school levels from ECEC (early childhood education and care) to high school. In total, these four school clusters include 25 ECEC settings. All these preschools were invited to participate in the ProW project, from which 24 accepted to participate.

5.1.1. The randomization process of preschools

The 24 settings (55 teachers) that accepted to participate in the ProW were organised in eight matching groups based on their geographic location, professionals' time restrictions to schedule the training sessions, and number of classrooms per setting. Groups with similar characteristics were paired. Groups within each pair were randomly assigned to either the treatment group-G1 (4 groups) or the control group-G2 (4 groups).

Groups comprise varying numbers of ECEC settings, and each setting comprises varying numbers of classrooms. Each classroom has one ECEC teacher and one assistant working with the ECEC teacher, with the exception of two classrooms which have two assistants each. From the total of 55 teachers, during the 2021-2022 academic year, five did not have a group of children at their charge, as they were benefiting from a one-year exemption from teaching duties, under the Portuguese Decree-Law nº 41/2012 of February 21st, Article 79º. These early childhood teachers were nevertheless invited to participate in the project as they have tasks in the ECEC setting directed at children attending other classrooms.

Table 12 presents the distribution of professionals in both treatment and control groups.

Table 12

Composition of treatment and control groups

	Treatment Group 1 (G1 -2021-2022)	Control Group 2 (G2 - 2022-2023)	TOTAL
ECEC Settings	12	12	24
ECEC Teachers	27	28	55
ECEC Assistants	25	27	52

After the randomization process occurred, 3 teachers, from ECEC settings that continued to participate in the ProW, decided not to participate, leaving a total number of 51 teachers. After the Time 1 data collection, 2 teachers from 1 ECEC setting also decided not to continue with their participation, leaving a total number of 49 teachers and 21 ECEC settings.

5.2 Data Collection Procedures

Procedures were submitted and approved in November 2021 by the Ethical Committee of the Faculty of Psychology and Educational Sciences of the University of Porto. The following instruments were administered to the participating early childhood teachers and assistants: Teacher Subjective Wellbeing Questionnaire (TSWQ), Teachers' Sense of Efficacy Scale – Short Form (TSES), Teacher Social Self-Efficacy Scale (TSSES), Employee Satisfaction Inventory (ESI), Maslach Burnout Inventory (MBI), and PERMA Profiler. Early childhood teachers were also asked to answer to the School Climate Scale, as well as to complete, for a selected group of children, the following measures: Strengths and Difficulties Questionnaire (SDQ), Prosocial Subscales of Adaptive Social Behaviour Inventory (ASBI), and Child Behaviour Rating Scale (CBRS). The children for whom early childhood teachers completed the questionnaires were randomly selected from the list of approved consents.

5.2.1 The translation process of instruments

The original instruments were translated to Portuguese by a native Portuguese research team member, a proficient user of English. This translation was reviewed by all the national research team members.

5.2.2 Piloting instruments

The Portuguese version of teacher's questionnaires for children were piloted with a Portuguese ECEC teacher not participating in the project.

5.2.3 The administration process of instruments

Previously to the administration of instruments, written consent to participate in the project was obtained from all the teachers, assistants, and children’s legal guardians. Due to limitations in the access to online surveys, the instruments were printed and filled by the participants in a paper and pencil administration. When needed, help in the filling process was provided by the psychologists from the Municipality of Lousada working in the schools. Table 13 presents the timeline of the administration process of instruments.

Table 13

Timeline of instruments’ administration

	November 2021	Time 1 January/ February 2022	Time 2 June 2022
Teachers	TSWQ TSES TSSSES ESI MBI PERMA Profiler	SDQ Prosocial Subscales of ASBI CBRS	TSWQ TSES TSSSES ESI MBI PERMA Profiler SDQ Prosocial Subscales of ASBI CBRS
Assistants	TSWQ TSES TSSSES ESI MBI PERMA Profiler		TSWQ TSES TSSSES ESI MBI PERMA Profiler

Note. TSWQ = Teacher Subjective Wellbeing Questionnaire; TSES = Teachers’ Sense of Efficacy Scale – Short Form; TSSSES = Teacher Social Self-Efficacy Scale; ESI = Employee Satisfaction Inventory; MBI = Maslach Burnout Inventory; SDQ = Strengths and Difficulties Questionnaire; ASBI = Adaptive Social Behaviour Inventory; CBRS = Child Behaviour Rating Scale.

5.2.4 Response rates

Table 14 presents the response rates per group of professionals, per data collection time.

Table 14*Rates of response to instruments*

Year 1 (2021-2022)									
	Time 1				Time 2				
	November 2021 Teachers' Measures		January/February 2022 Children's Measures			June 2022 Teachers' Measures		June 2022 Children's Measures	
	F	%	F	%		F	%	F	%
Teachers (N = 51)	51	100%	41	87.2%* (397 children)	Teachers (N = 48)	42	87.5%	39	88.6%* (375 children)
Assistants (N = 47)	44	93.7%			Assistants (N = 45)	35	77.8%		
Total	95				Total	77			
Year 2 (2022-2023)									
	Time 3				Time 4				
	October/November 2022 Teachers' Measures		December/January 2022-2023 Children's Measures			June 2023 Teachers' Measures		June 2023 Children's Measures	
	F	%	F	%		F	%	F	%
Teachers (N = 46)	44	95.7%	41	95.4%** (309 children)	Teachers (N = 42)	36	85.7%	35	87.5%** (266 children)
Assistants (N = 46)	39	84.8%			Assistants (N = 42)	25	59.5%		
Total	83				Total	61			

* 4 teachers had no group of children (Article 79^o) and could not complete children's questionnaires.

** 2 teachers had no group of children (Article 79^o) and could not complete children's questionnaires.

In Year 1 (2021-2022), 4 teachers were under Article 79^o and 1 was exclusively assuming coordination tasks. These 5 teachers had no group of children so were not expected to respond to Children's Measures. In Time 1, 1 teacher was on sick leave and 4 teachers did not respond to Children's Measures. In Time 2, 4 teachers were on sick leave and another 3

teachers did not respond to Children’s Measures. In Year 2 (2022-2023), 2 teachers were under Article 79^o, so were not expected to respond to Children’s Measures. In Time 3, 2 teachers were on sick leave and 2 teachers did not respond to Children’s Measures. The decrease in the number of children from Time 2 to Time 3 was due to the decision to drop the minimum number of children per teacher, from 10 to 8 – although some classrooms had less children than the set minimum number. In Time 4, 3 teachers were on sick leave and 6 did not complete the Teachers Measures. Regarding the Children’s Measures, in addition to the 3 teachers on sick leave and 2 teachers with no group of children at their charge, 5 teachers did not respond. However, the most significant losses in the response rates were observed in the case of the assistants, with 17 not responding to the Teachers Measures

5.3 Description of Country Context: Demographics

The academic year 2021-2022 sample comprised 21 ECEC settings, 43 classrooms, 49 ECEC teachers, and 47 assistants. All settings are situated in the Municipality of Lousada, which covers an area of around 96 km² and has a population of 47 376 inhabitants (INE, 2022), and are distributed in the municipality’s four public school clusters.

5.3.1 Participants in Academic Year 2021-2022

Each school cluster has a minimum of 4 and a maximum of 7 ECEC settings participating. Each setting has a minimum of 1 and a maximum of 4 participating classrooms (M = 2.59; SD = 0.96). Table 15 presents the characterization of settings and classrooms per group – treatment and control.

Table 15

Characterization of the Year 1 sample

	G1 (Treatment)	G2 (Control)	Total
Settings	11	10	21
Teachers	23	26	49
Assistants	19	28	47

5.3.2 Participants in Academic Year 2022-2023

In Year 2, G1 (2021-2022) has suffered a loss of 4 teachers since 3 teachers were transferred to ECEC settings outside of the Lousada municipality and 1 teacher decided not to continue participating in the ProW. G2 (2022-2023) has also suffered a loss of 4 teachers that decided not to continue with their participation in the ProW, but 5 teachers from 3 ECEC settings that had previously decided not to participate have changed their minds and resumed their participation in Year 2. Overall, 46 teachers and 49 assistants from 24 ECEC settings participated in the ProW in Year 2 (2022-2023).

Table 16

Characterization of the Year 2 sample

	G1 (2021-2022)	G2 (2022-2023)	Total
Settings	11	13	24
Teachers	19	27	46
Assistants	20	29	49

5.4 Description of Implementation

In Year 1 (2021-2022), the implementation of the intervention took place with the treatment group (G1 – 2021-2022), corresponding to 23 participating early childhood teachers in the training sessions and 19 assistants, working with these teachers, indirectly involved in the implementation. The intervention was planned and implemented by a team of 8 researchers from the University of Porto, 2 of whom have also assumed the role of external coaches. This team worked in direct partnership with the team from the Municipality of Lousada, particularly with 3 psychologists working directly in the four school clusters.

In Year 2 (2022-2023), groups were inverted, with the control group (G2 – 2022-2023) receiving the same training sessions as the treatment group (G1 – 2022-2023) had received in the previous year. 27 teachers from 13 ECEC settings were divided into four groups. Each one of these groups received 10 training sessions, maintaining the same structure and contents as those addressed in Year 1. Although they did not attend the training sessions, 25 assistants were indirectly involved in the implementation processes. The same 2 external

coaches were responsible for delivering training to the teachers, with the support from 2 psychologists from the Municipality of Lousada.

5.4.1 Coaches and researcher's role

The roles of the team members from University of Porto can be described as researchers' and external coaches' common tasks, researchers' exclusive tasks, and external coaches' exclusive tasks:

- **Researchers and External Coaches:** cultural and contextual adaptation of the training program, development of the training sessions, continuous monitoring of the implementation.
- **Researchers:** continuous debriefing with coaches and support in the implementation of training sessions.
- **External Coaches:** on-site implementation of ten training sessions and continuous in-context support to ECEC teachers.

5.4.2 Team training and support (eLearning platform)

The training and support provided by the external coaches to the ECEC teachers was planned considering the results of the needs assessment conducted in Portugal, namely the reported limited resources, particularly time resources, and the high expectations of performance corresponding to a reported excessive amount of workload (see WP1 Report, available at https://prowproject.eu/pdf/D1_2_ProW_Needs_Assessment_final.pdf). Adding to these, ECEC teachers participating in the project acknowledged the parallel participation in other training programs as a cause for time and availability constraints, as well as a general preference for on-site trainings, practical in nature, and including direct and explicit connections between new knowledge and daily practices. To acknowledge these specificities and ensure participants' active and meaningful engagement in the project implementation, some local adaptations to the experimental protocol for intervention were made.

Ten sessions were designed by the external coaches and research team, integrating the contents from both PERMA Model and SW-PBS, as well as the Professional Empowerment component. The adaptation of the design planned in the experimental protocol (see WP2 Report available at <https://prowproject.eu/wp-content/uploads/2022/04/WP2-D2.2-Experimental-protocol.pdf>) included scheduling, structure, and content adaptations, respecting the theoretical principles of PERMA model and SW-PBS approach. Table 17 establishes the parallelism between the experimental protocol and the adapted version to the Portuguese implementation. Instead of the organisation of initial and intermediate trainings proposed, considering the participants' time constraints and the schools closing during December 2021 and the beginning of January 2022 due to the COVID-19 pandemic, the ten training sessions were delivered on-site throughout the academic year, and scheduled based on teachers' availability. Details on the dates, duration, and content of each session delivered to the treatment group during the academic year 2021-2022 can be consulted in appendix 2.C Portugal.

To acknowledge the reported interest in practical and experiential trainings and to ensure teachers' active engagement, a common structure was defined sharing the following characteristics:

- **Metaphor of a journey:** before the first training session, during October 2021 and again in October 2022, external coaches visited all the participating ECEC settings to invite the early childhood teachers to join in a journey of professional development. Both treatment and control groups' participants received a "journey ticket" as an invitation, as well as a briefing on their different roles during the two academic years of intervention. The metaphor of a journey guided the structure of all the training sessions and activities proposed.
- **Starting from the specific context:** the activities planned for each element of the theoretical models considered the specific contexts the early childhood teachers work on - inviting the participants to share and reflect on their needs, challenges, and characteristics of their groups of children and colleagues they work with. The specific

context worked as a starting point to address the theoretical content and its usefulness and adaptability to teachers' daily work.

- **“First experience, then reflect”**: each component of the training included practical activities to let the participants experience the features of PERMA model and SW-PBS, followed by reflection and discussion moments on its relevance and practical transferability.
- **Activities and challenges between sessions**: to ensure practical transferability and the involvement of assistants, other staff, and children in the project, participant early childhood teachers were invited to complete some challenge or activity between every training session related to the content of the session.
- **Flyers and informational pamphlets**: to complement the on-site activities, every two sessions participants received a flyer and/or an informational pamphlet with deepened theoretical background on PERMA model and SW-PBS, as well as further practical tips to help them in their daily practice.

To comply with the planned goal of developing a collaborative process and use the real-time sessions to inform the improvement of the intervention, the planning and content of each session was adjusted during the implementation, through debriefing meetings between the external coaches and the research team. All the materials and resources used, the general and specific goals, and the outputs of each on-site session were uploaded in the e-learning platform. Additionally, all the materials, resources, flyers, and complementary literature were physically provided to the participants considering that it is not a common practice for Portuguese ECEC professionals to use online platforms as a working resource.

During the implementation of training sessions, ECEC teachers frequently pointed out a common challenge they face – the establishment and maintenance of a good relationship with children's families. To address this specific request, and in accordance with the planned coaching on the specific needs of each country, external coaches and the research team planned workshops under the topic “Families' engagement in early childhood education contexts: relationships and communication” (delivered after the end of the training program, to the corresponding groups in Year 1 and 2). These workshops were hosted by the research team online, on the 8th of June of 2022 and the 13th of June of 2023, and open to all teachers

in G1 and G2, respectively, and to the municipality psychologists. With the consent of all the participants, the workshop was recorded and made available to the teachers who could not attend it, along with other resources and the literature referenced.

In Year 1, besides the meeting at the beginning of the academic year, the research team and external coaches hosted an online meeting with the ECEC teachers from G2 (2022-2023), on the 7th of April 2022. During this meeting, control group participation in filling the questionnaires was acknowledged, as well as their involvement in the project. Their expected role in the intervention during the academic year 2022-2023 was also generally explained. In Year 2, the external coaches visited each teacher that received training in Year 1 to follow-up on the implementation and to reiterate that they could request support from the coaches at any time.

To monitor the fidelity of implementation, external coaches filled the Fidelity Assessment Template and the PBIS Team Implementation Checklist, in June 2022 (Year 1) and 2023 (Year 2). These two instruments were adapted considering the specificities of the ECEC contexts participating in the project and the cultural features associated with the organisation of the Portuguese public education system. Additionally, for each session, external coaches collected data about the duration of each session, teachers' attendance, adherence to between sessions activities, general engagement of the groups, and homogeneity of participation. Records of all the productions made by the participants were also collected by the external coaches.

5.4.3 Coaches' engagement in ECEC settings

External coaches were responsible for delivering the 10 on-site training sessions on the dates and schedules detailed in the appendix 2.C. Additionally, all the settings received an in-person visit at the beginning of the Years 1 and 2 of implementation and coaches continuously made themselves available to help the ECEC teachers or to be present in the settings whenever they needed and/or felt useful. In Year 1 (G1 – 2021-2022), three participating teachers invited the coaches to visit their classrooms and get to know their groups of children. These visits occurred in June 2022. After the end of the training program, an informal meeting was

organised gathering the participants in G1 (2021-2022), research team, and members of the public authority. In Year 2 (G2 – 2022-2023), a similar informal meeting was organised after the conclusion of the training program, this time gathering teachers from both groups, research team members and members of the Municipality of Lousada.

5.4.4 Families interviews

At the end of the Year 1 intervention, in June 2022, 8 interviews were conducted with 8 parents of children attending ECEC settings from G1 (2021-2022). The interviews were conducted by two experienced researchers from University of Porto, who are not part of the ProW national team. According to the preferences of participants, three interviews were conducted onsite - at the corresponding ECEC setting - and five online - via Zoom conference. All interviews were audio recorded and fully transcribed. An analysis of these transcriptions was conducted by the research team, leading to the following main conclusions:

Regarding the value and importance of early childhood education, parents consensually believe that ECEC is crucial for their child's present and future development, and positively assess the settings their children are attending, as well as the staff working there. With respect to their own participation in the daily routines of ECEC settings, the interviewed parents revealed that there is a lack of direct participation along with a general expectation that ECEC staff, particularly teachers, take the initiative towards increasing the involvement of families.

Regarding the knowledge of the interviewed parents about the ProW activities, a general unawareness and confusion with the activity of other projects was mentioned. This indicates that activities included in the training sessions of the first year of intervention that tried to achieve the involvement of the families in ECEC practices may have not had the expected results. The national team looked to increase the visibility of the project's contents and activities to the families, and act as a more effective channel for the involvement of those families in the daily functioning of the ECEC settings included in the academic year 2022-2023 in the ProW intervention.

At the end of Year 2, between June and July of 2023, 7 additional interviews were conducted with parents of children attending ECEC settings from G2 (2022-2023). All interviews were

conducted by a research member of the ProW national team (who was not involved in the implementation) via Zoom conference. Each interview was recorded, transcribed, and analysed, leading to the following general conclusions.

Regarding the value and importance of early childhood education, most of the interviewed parents recognize its importance for their child's development, especially in helping to increase children's autonomy, behavioral management and motor and cognitive skills. They have also stressed the importance of preschool education in allowing children to play with their peers and come into closer contact with nature, which they acknowledge as some of the most important activities to develop their child's socioemotional competence.

With respect to their own participation in the daily routines of ECEC settings, the interviewed parents showed varying levels of engagement. While some parents said that their child's setting welcomes the regular participation of families, including in the activities in the classroom, others said that they are usually not invited to participate and that the setting provides them with scarce information about the daily activities in which their child is involved. Nevertheless, all parents recognized that the involvement of the families in the ECEC settings' activities is desirable, and that to achieve it efforts should be made both by the teachers and families. Regardless of this, some parents also mentioned that the participation of families is currently restricted by several factors concerning the parents' personal and professional lives.

Regarding the knowledge of the interviewed parents about the ProW activities, despite further encouragement by the external coaches for teachers to involve families in the implementation process, the interviewed parents demonstrated residual to inexistant knowledge about the project's activities in their child's setting. Most of the parents remember hearing about the ProW at the beginning of the intervention (2021-2022), especially because they recall signing an informed consent for their child's indirect participation, but they have not been involved in specific activities since that time. However, many of the parents interviewed also raised the possibility that some of the activities in which some of them were invited to participate could be related to the ProW but that they may have confused them with other ongoing projects' activities in their child's ECEC setting. Nevertheless, one of the interviewed parents was aware that the ProW addressed teachers' well-being and children's

behaviour management and suggested that training in that area would also be important for assistants, since they also provide close support to teachers and children.

5.5 Main Conclusions

Over the two years (2021-2023) of the ProW, 50 ECEC teachers have received training. The contextual specificities regarding teachers' availability, time constraints, and preference for practical and on-site trainings led to the adaptation of the training program that was originally planned in the experimental protocol. Concerning the time constraints and the reported excess of workload, the number and length of training sessions have been negotiated and adapted according to teachers' availability. Regarding their preference for practical and on-site trainings, the contents of the sessions were planned to integrate the two theoretical models (PERMA and SW-PBS) and to include practical and experiential activities, leading to the planning and implementation of ten on-site training sessions. These adaptations have tried to contribute to the meaningful engagement and active participation of ECEC teachers in the training sessions, as well as to the transferability to the teachers' daily practice. Regarding the data collection procedures, the professionals' response rates to the teachers' measures decreased from Time 1 to Time 2. To address this, on one hand, the research team provided closer support to help the professionals in the filling of the questionnaires, and, on the other hand, credited the training program with national authorities so that full participation in the ProW intervention would be more appealing to the teachers. These measures proved to be effective in raising the response rates to both teachers' and children's measures in Time 3. However, response rates decreased again in Time 4, most likely because the implementation process was finished and did not include assistants in the training program.

Considering the reported knowledge of the interviewed families about Year 1 of implementation, the national team tried to further encourage the participating teachers to engage children's families in Year 2. To that end, in addition to the final workshop specifically addressing the relationships between ECEC teachers and families, the external coaches used some of the activities included in the training program to stress the importance of families' involvement in the daily lives of ECEC settings during the training sessions. Despite these

efforts, the interviews with families at the end of the implementation in Year 2 continue to reveal a residual knowledge and involvement in activities promoted by the ProW by the families. This seems to be related to the difficulties in communicating with the families, reported by many of the participating teachers, and to the limited availability of many families to participate in the daily routines of the ECEC settings. Future actions trying to bridge these gaps between many ECEC teachers and children's families will be particularly welcome and might help in the further implementation of the SWPBS approach.

6. Romania

6.1 Recruitment process of preschools

6.1.1. The randomization process of preschools

The selection of the preschools respected all the requirements of the experimental design. The recruitment process of preschools was led by ISJ in its quality of representative of the Ministry of Education in Argeş County, together with UPIT as research Romanian partner. ISJ has under its coordination all school units (224) from the Argeş County, including all levels and types of pre-university education-kindergarten, primary schools, secondary schools, theoretical, technical and theological high schools).

Both **treatment** and **control groups** of the ProW project were selected having in consideration the balance between the urban and rural areas in which the kindergartens involved in ProW project are located. The randomization process also considered the activity schedule in each kindergarten or preschool unit, normal and/or extended. It took the approach of an algorithmic randomization method, and every second preschool was chosen from each category – urban and rural preschools. A third criterion was also applied, namely the preschool location on (or in the vicinity of) best public transportation routes, in order to ensure a constant, fast and easy access to school staff and children during the ProW intervention and project implementation in general.

Table 17

Composition of treatment and control groups

	Treatment Intervention: 2021-2022	Control Intervention: 2022-2023	TOTAL
ECEC Settings	13	5	18
Classrooms	98	93	191
ECEC Teachers	93	16	109

Therefore, the Romanian **treatment group** consists of 5 school units from the urban environment, 5 school units from the rural environment. We have also selected 3 **reserve schools** (1 from rural areas, 2 from urban areas), which received trainings together with schools in the treatment group (Table 18).

Table 18*Romanian ECEC settings Demographics Table for Group A*

School Code	N Teachers	N Children	N Teachers	N Children	Urban/Rural
	T1	T1	T2	T2	
1. "Micul Prinț" Pitești, Argeș	18	163	18	163	Urban
2. "Ion Minulescu" Pitești, Argeș	2	20	2	20	Urban
3. "Aripi Deschise" Pitești, Argeș	11	90	11	90	Urban
4. Dârmănești, Argeș	4	34	4	34	Rural
5. "Nae A. Ghica" Rucăr, Argeș	3	34	3	34	Rural
6. "Primii Pași" Pitești, Argeș	12	105	12	105	Urban
7. "Petre Țuțea" Boteni, Argeș	6	49	6	49	Rural
8. Lumea Copiilor" Topoloveni, Argeș	18	145	18	145	Urban
9. "Iosif Catrinescu" Dragoslavele, Argeș	2	20	2	20	Rural
10. "Petre Ionescu- Muscel", Domnești	2	18	2	18	Rural
11. Davidești Secondary School Argeș	2	16	2	16	Rural
12. "Campionii" Mioveni, Argeș	4	40	4	40	Urban
13. "Floare de Colț" Pitești Argeș	9	76	9	76	Urban
Total	93	810	93	810	

Overall, in the *treatment group* (including the 3 reserve schools) were enrolled 93 early childhood teachers and approximately 810 children.

The **control group** was composed by selecting 5 preschool units from rural areas, but 3 of them (namely the preschools in Mărăcineni, Albota and Valea Mare Pravăț) are located in vicinity of Pitești city (the Argeș' county largest city and also the county seat), keeping thus the urban-rural balance, even if at a lower degree. Overall, in the **control group** were enrolled 16 preschool early childhood teachers and approximately 125 children (**Table 19**).

Table 19

Romanian ECEC settings Demographics Table for Group B

School Code	N Teachers	N Children	N Teachers	N Children	Urban/Rural
	T1	T1	T2	T2	
1. "Mărăcineni" Argeș	3	26	3	26	Rural
2. "Sanda Movilă" Argeș	4	24	4	24	Rural
3. "Ilie Stănculescu" Argeș	1	10	1	10	Rural
4. "Bughea de Jos" Argeș	4	32	4	32	Rural
5. "Valea Mare Pravăț" Argeș	4	33	4	33	Rural
Total	16	125	16	125	

In the second year of the project, we continued to work with the 13 preschool units in Group A (7 preschool units from urban areas and 6 preschool units from rural areas, maintaining a good balance between urban and rural environments), with 92 teachers and 810 preschool children. As for Group B, we worked with 5 preschool units from rural areas, but 3 of them were located in the metropolitan area of Pitești city, which helped us maintain a balance between urban and rural settings. In Group B, we worked with 16 preschool teachers and 133 children.

Table 20
Romanian ECEC settings Demographics Table for Group A, for ProW implementation in Year 2

School Code	N Teachers	N Children	N Teachers	N Children	Urban/Rural
	T3	T3	T4	T4	
1. "Micul Prinț" Pitești, Argeș	17	163	17	163	Urban
2. "Ion Minulescu" Pitești, Argeș	2	20	2	20	Urban
3. "Aripi Deschise" Pitești, Argeș	11	90	11	90	Urban
4. Dârmănești, Argeș	4	34	4	34	Rural
5. "Nae A. Ghica" Rucăr, Argeș	3	34	3	34	Rural
1. "Primii Pași" Pitești, Argeș	12	105	12	105	Urban
7. "Petre Țuțea" Boteni, Argeș	6	49	6	49	Rural
8. "Lumea Copiilor" Topoloveni, Argeș	18	145	18	145	Urban
9. "Iosif Catrinescu" Dragoslavele, Argeș	2	20	2	20	Rural

10. "Petre Ionescu-Muscel", Domnești	2	18	2	18	Rural
11. Davidești Secondary School Argeș	2	16	2	16	Rural
12. "Campionii" Mioveni, Argeș	4	40	4	40	Urban
13. "Floare de Colț" Pitești Argeș	9	76	9	76	Urban
Total	92	810	92	810	

Table 21

Romanian ECEC settings Demographics Table for Group B, for ProW implementation in Year 2

School Code	N Teachers	N Children	N Teachers	N Children	Urban/Rural
	T3	T3	T4	T4	
1. "Mărăcineni" Argeș	3	26	3	26	Rural
2. "Sanda Movilă" Argeș	4	32	4	32	Rural
3. "Ilie Stănculescu" Argeș	1	10	1	10	Rural

4. "Bughea de Jos" Argeş	4	32	4	32	Rural
5. "Valea Mare Pravăț" Argeş	4	33	4	33	Rural
Total	16	133	16	133	

6.2 Data Collection Procedures

6.2.1 The translation process of instruments

The translation process of instruments or data collection tools went smoothly in Romania and was based on the traditional scientific approach of reverse translation (or back translation). The translation team was composed of 8 persons (the 3 researchers and 5 coaches of UPIT). All 14 scales were translated at once, even if not all of them were used at the same stage of the project (some scales were applied first in November 2021, other in February 2022, then in March-April 2022 and June 2022).

Translation was achieved in September 2021 and first half of November same year.

After a scale was translated from English to Romanian, the previously translated scale was translated back into English. For each scale, a translator who was not involved in the initial translation process did the reverse translation (this translator did not have access to the original document). Finally, a third person checked the reverse translation. The back translation that we applied to obtain the Romanian version of the data collection instruments ensured this way the quality and the meaningfulness of the scales that we used in the Romanian ProW intervention.

6.2.2 Piloting instruments

After translation of the data collection instruments (14 scales) was completed, UPIT team has initiated the phase of piloting the instruments. However, we may mention here that a first piloting of the instruments was achieved during the translation process, as the researchers who performed translation also realised the adaptation of the scales to the Romanian context, thus piloting the 14 scales at the level of their personal filter and expert judgement. In the view of actual piloting, a small number of early childhood teachers have been invited to participate.

In Romania, the piloting of the data collection tools was implemented twofold: first, the 14 scales have been shared with 5 ECEC teachers from 5 selected preschools (“Micul Prinț” Kindergarten (urban); Secondary School “Ion Minulescu” (urban); “Aripi Deschise” Kindergarten (urban); Secondary School Dârmănești (rural); Secondary School “Nae A. Ghica”, Rucăr (rural). These have been requested to carefully read the scales and assess them based on their professional experience, from the point of view of understanding/clarity level, language, relevance and usefulness related to ProW purposes. Adjustment of the instrument has been done based on testers feedback. Secondly, the data collection instruments have been applied by UPIT researchers to other 5 ECEC teachers from other 5 selected preschools (“Primii Pași” Kindergarten (urban); Secondary School “Petre Țuțea”, Boteni (rural); “Lumea Copiilor” Kindergarten, Topoloveni (urban); Secondary School “Iosif Catrinescu”, Dragoslavele (rural); Technological Highschool “Petre Ionescu-Muscel”, Domnești (rural). The researchers sought to see if the tools function well, meaning if tools’ requirements are understood properly by the users and if the tools are able to provide necessary / expected data and information. A new adjustment took place (luckily this time only minor changes were needed, at the language level, by the adjustment of some translations).

With this, the piloting phase was closed and the Romanian version of the ProW instruments was ready to use on a larger scale.

6.2.3 The administration process of instruments

The administration process of instruments in Romania observed the planned timetable and the recommendations in the Experimental Protocol provided by UoC (Table 22).

Table 22

Timeline of instruments' administration Year 1

	<i>December 2021</i>	<i>Time 1 January/ February 2022</i>	<i>Time 2 June 2022</i>
Teachers	School & Teacher Demographics TSWQ TSES TSSES ESI MBI PERMA Profiler	PDEF ECBC SDQ Prosocial Subscales of ASBI CBRS	TSWQ TSES TSSES ESI MBI PERMA Profiler ECBC SDQ Prosocial Subscales of ASBI CBRS

Note. TSWQ = Teacher Subjective Wellbeing Questionnaire; TSES = Teachers' Sense of Efficacy Scale – Short Form; TSSES = Teacher Social Self-Efficacy Scale; ECBC = Early Childhood Behavior Checklist; ESI = Employee Satisfaction Inventory; MBI = Maslach Burnout Inventory; PDEF= Professional Development Evaluation Form; SDQ = Strengths and Difficulties Questionnaire; ASBI = Adaptive Social Behaviour Inventory; CBRS = Child Behaviour Rating Scale.

Moreover, between the data collection of T1 and T2, we applied to preschools the following scales:

- PBIS Team Implementation Checklist #1 (scale 13) (only to treatment group schools) (March 2022)
- PBIS Team Implementation Checklist #2 (scale 13) (only to treatment group schools) (May-June 2022)
- Families interview (only to treatment group schools) (June 2022)
- Fidelity Assessment Template (scale 12) (only to treatment group schools) (June 2022)

In brief, the administration process of instruments took place as follows:

- UPIT researchers prepared the online version of the instruments (data collection was achieved via Google forms);
- UPIT coaches informed about and prepared the early childhood teachers for the scales' administration, by providing explanations on how they need to proceed (how to fill in the forms, what types of information and how detailed is expected, for how

many pupils they have to fill in the forms, which are the deadlines, how to proceed if they make a mistake during the procedure of completing the scales, etc.);

- ISJ team together with UPIT coaches shared the links to the online scales to the teachers;
- ISJ and UPIT teams monitored the process of scales completion and supported those early childhood teachers who made errors to correct them (only when the early childhood teachers informed us about some errors they made and expressed the desire to redo the respective questionnaire);
- After the end of the questionnaires' online completion period, ISJ team made a first check on the collected data, by eliminating incomplete or incorrect questionnaires;
- Then, UPIT researchers implemented the coding of the answers based on the coding procedure described in the Experimental Protocol.
- A second check was done each time, on the encoded data, by the UPIT researchers before delivering the data sets to the coordinators.

In the second year of the project, according to the experimental protocol, the research measures were administered twice a year i.e., at the beginning and end of each school year. The data collection phases took place for T3 in December 2022-February 2023 and for T4 in May - June 2023.

Table 24

Timeline of instruments' administration Year 2

Time 3	Time 4
December 2022-February 2023	May - June 2023
TSWQ PERMA Profiler TSES TSSES ESI MBI PDEF PCS SDQ ECBC Prosocial Subscales of ASBI CBRS	TSWQ PERMA Profiler TSES TSSES ESI MBI PCS SDQ ECBC Prosocial Subscales of ASBI CBRS

Note. TSWQ = Teacher Subjective Wellbeing Questionnaire; TSES = Teachers' Sense of Efficacy Scale – Short Form; TSSES = Teacher Social Self-Efficacy Scale; ECBC = Early Childhood Behavior Checklist; ESI = Employee Satisfaction Inventory; MBI = Maslach Burnout Inventory; PDEF= Professional Development Evaluation Form; PCS_Preschool Climate Scale; SDQ = Strengths and Difficulties Questionnaire; ASBI = Adaptive Social Behaviour Inventory; CBRS = Child Behaviour Rating Scale; ECBC_Early Childhood Behaviour Check-List.

In the second year of Prow implementation, the data collection procedure for T3 and T4 remained consistent. UPIT researchers developed an online version of the instruments, utilising Google Forms for data collection. UPIT coaches informed and prepared the teachers for administering the scales by providing detailed instructions on how to complete the forms, what information is required and in what level of detail, the number of pupils for whom the forms need to be filled, deadlines, and guidance on rectifying any mistakes made during the process. The ISJ team, in collaboration with UPIT coaches, shared the links to the online scales with the teachers. Both the ISJ and UPIT teams closely monitored the completion of the scales and provided support to teachers who identified errors and expressed a desire to redo the respective questionnaire.

UPIT conducted the coding of the responses, and there were two rounds of corrections: one during the completion of the questionnaires and a second one at the end to identify any errors.

Moreover, between the data collection of T3 and T4, we applied the following scales:

- PBIS Team Implementation Checklist (scale 13) (February, March, April, May, June 2023);
- Families interview (June 2023)
- Fidelity Assessment Template (scale 12) (June 2023)

6.2.4 Response rates

As shown under the section “6.2.3 The administration process of instruments” from above, during Year 1 of ProW lifetime, in Romania we collected data twice, from the selected preschool units. Each time and for each applied scale we obtain very good response rates. Thus, regarding *response rate for teachers’ scales*, this was 100% for all applied scales (all envisaged early childhood teachers have filled in the questionnaires, namely 93 early childhood teachers from the treatment group and 16 early childhood teachers from the control group).

The response rate for children’s scales was also high, although less than 100%. By response rate for children’s scales we refer to the percentage of questionnaires filled in by early childhood teachers regarding their pupils (as requested by the project approach, early childhood teachers referred to their pupils and have described children’s specific behaviours, because due to children’s’ small age they are not able to fill in questionnaires and answer questions).

The discussion regarding response rate for children’s scales implies specifying the benchmarks in relation to which we discuss the response rates, because the Experimental Protocol set that each teacher should fill in the questionnaire for 8-10 pupils. Thus, calculating the response rate for an allocation of 8 pupils/ early childhood teachers we obtain different values than

for when taking into account an allocation of 10 pupils/teachers. Few examples on the Romanian situation in the case of scales 8, 10, 11 (Table 25).

Table 25

Examples on the Romanian situation

	8 pupils/teacher	10 pupils/teacher	N of collected answers	Response rate 1 (for 8 pupils/teacher)	Response rate 2 (for 10 pupils/teacher)
TG (93 teachers)	744 answers	930 answers	810 answers	109%	87%
CG (16 teachers)	128 answers	160 answers	125 answers	98%	79%

Table 26

Examples on the Romanian situation, in year 2

	8 pupils/teacher	10 pupils/teacher	N of collected answers	Response rate 1 (for 8 pupils/teacher)	Response rate 2 (for 10 pupils/teacher)
TG (92 teachers)	736 answers	920 answers	810 answers	110%	88%
CG (16 teachers)	128 answers	160 answers	133 answers	104%	83%

Comparing response rates for children's scales in the first and second year of implementation, it is observed that in the second year of implementation, response rates have increased for all analysed situations, but especially for Group B. Thus, we have response rates of 110% for Group A with 8 children per teacher and 88% for Group A with 10 children per teacher. As for Group B, we have response rates of 104% for 8 children per teacher and 83% for 10 children per teacher.

6.3 Description of Country Context: Demographics

As shown above under section “6.1.1 The randomization process of preschools”, in Romania the sample of schools which have been selected and have joined the program to be implemented within the ProW project is composed of a total of 18 preschools.

10 of them are included in the **treatment group** (5 urban and 5 rural preschools), while 3 more schools (2 urban and 1 rural) have been added as **reserve schools** and participated in trainings together with the schools in the treatment group. The control group is composed of 5 preschool units, all rural.

For Year 1 of project implementation, that is T1-T2, the Romanian team from UPIT and ISJ worked with **109 early childhood teachers** and **935 children** within the **18 selected schools** (93 early childhood teachers and 810 children in the treatment group schools; 16 early childhood teachers and 125 children in the control group schools).

The early childhood teachers in the selected schools are mainly women, with a professional experience in ECEC between 5 and 30 years. The preschools are located both in cities and large & small villages (villages' population vary between few hundred to over 6000 inhabitants). Depending on the school unit location and size, the early childhood teachers in the selected preschools work with various numbers of preschool units and children: between 3 and 14 preschool classes per school, for the school units included in the treatment group, and between 5 and 31 preschool classes for the control group schools.

Children ages in the selected preschools are between 3 and 7 years and, they are organised (like all over Romania) in three types of educational groups called *Small Group (Grupa Mică)* for children aged 3 to 4, *Middle Group (Grupa Mijlocie)* for children aged 4 to 5, *Big Group (Grupa Mare)* for children aged 5 to 6 plus the *School Preparatory Class (clasa pregătitoare pentru școală)* for children aged 6 to 7.

The 18 selected preschool units develop their educational activity based on the following principles:

- Promoting the values of inclusion and diversity, tolerance and democratic participation;
- Supporting the exchange and transfer of good practices between urban and rural environments;
- Providing mobility opportunities for participants from all backgrounds in an inclusive and equitable manner;

- Valuing motivation, merit, as well as facilitating the personal development and learning needs of the participants;
- Making available existing professional development benefits to all staff within the organisation and to all preschoolers.

In T1-T2 as planned, only schools in the treatment group received ProW training, while the preschools in the control group developed their activity in a ‘business-as-usual’ approach.

During T1-T2 we did not confront in the Romanian school sample selected for ProW with teachers’ movement between school units (the cohorts of early childhood teachers and pupils remained unchanged). But based on the experience of previous school years, in general all over Romania, not only in the Argeş county, we expect such changes for the new school year 2022-2023 (T3-T4). At the same time, we estimate that the number of early childhood teachers who in T3-T4 will be either moved to other schools or will leave the education system for various reasons, won’t be high (less than 5%), thus the ProW intervention won’t be affected. In case such changes occur, the Romanian team is prepared to provide separate instruction / training to the newcomers and to explain to them the ProW project and its approach, thus they will be able to continue project activities in school like when they were participating in the project from its beginning.

In the second year of project implementation, there were no cases of schools withdrawing from the project, nor did we have situations of students dropping out or leaving the participating schools. However, there were an additional 8 children added to Group B. As for the teaching staff, unfortunately, we experienced the loss of one preschool teacher. Additionally, 7 preschool teachers left the target group, with 4 teachers being transferred to other educational institutions that were not part of the project, 2 teachers going on childcare leave and a retired teacher.

Out of the 7 preschool teachers, 6 teachers have been replaced. Furthermore, in place of the deceased teacher, the colleague who replaced her has expressed an intention to participate in the project.

For the new incoming teachers, the Romanian team has provided separate instructions/training so that they can understand the ProW project and its approach (philosophy, methodological and practical-action framework, targeted competencies, etc.)

and be able to carry out project activities in school as if they had been participating in the project from the beginning.

6.4 Description of Implementation

6.4.1 Coaches and researcher's role

All external coaches and researchers of UPIT have been chosen according to the skills and professional expertise needed to implement ProW.

UPIT's team includes 3 researchers (women) and 5 external coaches (women). They were responsible with training and professional development materials for early childhood teachers working with the target group of kindergarteners included in the project: providing feedback upon the materials designed by the consortium, adapting them to the Romanian educational or cultural context where necessary, creating new/additional materials based on preschools' needs or requests.

The external coaches supported the researchers in the coordination of the project's activities, but their major role consisted in implementing the intervention within the 13 preschools of the treatment group, as foreseen for Year 1 (following that in Year 2, the 5 preschool units of the control group received customised intervention).

Thus, the school teams/staffs in the 13 selected preschool units were trained and supported by the external coaches to implement the ProW framework in the educational environment where they work. The early childhood teachers actively implemented the program, and external coaches ensured close monitoring and support, whenever needed. To this end, not only training sessions but also regular meetings - online and onsite - took place with each school team, depending on schools' availability and the Covid restrictions in force.

After the project has started and school selection was closed, the combined team of UPIT - external coaches plus researchers, has implemented a meeting with the schools from the treatment group, in order to present them the project in more details and thus to prepare the training (to effectively initiate the intervention). Due to Covid restrictions at that time, this meeting was held online, on 22nd of November 2021. A similar meeting was held, also

online, the same day but within a different time slot, with the 5 schools from the control group.

Then, the external coaches provided the first series of training courses to the early childhood teachers in the treatment group: the initial training composed of 5 training sessions of 2 hours each, have been held in the last part of November 2021. These training sessions were implemented via Zoom or Google Meets platforms. The coaches have also offered to schools from the treatment group 5 intermediate trainings of 2 hours each, during Year 1 implementation period, in February 2021 (for an overview see Appendix 2, D Romania).

For an efficient implementation of the intervention, each selected preschool has been allocated to a certain external coach. Each external coach had regular meetings with the early childhood teachers under her supervision. External coaches and researchers kept in constant contact with the early childhood teachers in the preschools assigned to them. The role of the external coaches was to meet with the preschools team, online or on-site after the pandemic restrictions were off, via phone calls, emails, messages on WhatsApp, weekly or as needed, in order to present the ways to increase well-being, the strategies for organising time or for developing a harmonious relationship with pre-schoolers and their parents, to highlight the importance of achieving a positive work environment. The support through online or f2f meetings was provided to preschools in both treatment and control groups , at least twice a month, from February 2022 to June 2022 including.

External coaches have supported the research team and ISJ team during the data collection rounds as well, namely: in November 2021 (Time 1, treatment group and control group, scales 1,2,3,4,5,14); in February 2022 (Time 1, treatment group and control group, scales 6,7,8,10 and 11); in March-April 2022 (Time 2, treatment group and control group, scales 12 and 13); in June 2022 (Time 2, treatment group and control group, scales 1,2,3,4,5,14, 8, 10, 11, 7, 9, 12 and 13).

But overall, we may say that one of the main roles assumed by the coaches was to maintain systematic meetings throughout T1-T2 with all the school teams involved in the implementation of ProW.

External coaches and researchers made sure that there were meetings between the members of the ProW school implementation team (on-site, with signed minutes) with the aim of following the project Implementation Plan and the Action Plan; in support of preschool teachers, also Schoolwide Matrix and the Vision of the educational unit have been developed.

The role of external coaches and researchers was also to determine the early childhood teachers to have on-site meetings with the parents of the pre-schoolers and the auxiliary staff of the institution, completed with the signed minutes, in order to make a detailed presentation of the project, of its results, of the positive implications on the learning environment and on the behaviour of preschoolers.

External coaches also randomly selected schools and families to be interviewed and to provide feedback on the impact of the ProW framework.

The Romanian external coaches (like all external coaches from the partner countries) attended three online meetings under IHU and CARDET's coordination to discuss and solve various issues evolving around training manual development and refinement.

The online platform developed within the project was used by external coaches to connect with preschool teams from Romania but also from the partner countries. The materials created at the school level, under the coordination of external coaches and researchers, were uploaded on the project platform as well.

During the second year of implementation, the UPIT's team consisted of 5 researchers, comprising 4 women and 1 man, along with 5 external coaches, all of whom were women. Their primary responsibility was to develop training and professional development materials for early childhood teachers who were working with the target group of preschool units included in the project. This involved various tasks such as providing feedback on the materials designed by the consortium, making necessary adaptations to suit the Romanian educational or cultural context, and creating new or additional materials based on the specific needs or requests of preschools.

Additionally, the researchers monitored the implementation of the experimental protocol and participated in data collection during T3 and T4. Their most important role was to provide support to external coaches in implementing the intervention in Group B and to provide reinforcement training and support for the preschool unit in Group A.

In the second year of implementation, the staff/teachers from the 13 selected preschool units, who were trained in the first year (group A), were supported by external coaches to implement the ProW framework in their educational environment.

For group A, in the second year of implementation, the primary objective for each preschool setting was to reinforce and revisit the lesson plans developed in the first year, ensuring that all essential concepts and skills were effectively taught and understood. Additionally, the focus extended beyond classroom instruction to address specific needs and challenges in areas outside of the traditional classroom setting.

To cater to these needs, the teachers and external coaches collaborated closely to identify key areas requiring further attention and development. Based on this assessment, new lesson plans were created, specifically tailored to address these areas of focus. These lesson plans encompassed a wide range of topics and activities that were relevant and applicable to the specific context of each preschool.

The creation of new lesson plans allowed for a comprehensive approach to early childhood education, covering not only academic subjects but also incorporating life skills, social-emotional development, physical activities, and other areas of importance. This holistic approach aimed to provide a well-rounded educational experience, addressing the diverse needs and interests of the preschoolers, and promoting their overall growth and development.

Multiple meetings were held with the educators from Group A, with the following dates and topics: August 30, 2022 – Happiness; March 27, 2023 - Classroom Management, May 11, 2023 - Didactic Communication, May 18, 2023 – Motivation, May 25, 2023 - Challenging Personalities, June 8, 2023 - Emotional Intelligence, June 15, 2023 – Creativity.

In the second year of implementation, the training sessions for Group B were conducted online, with external coaches in the role of trainers, with the following dates and topics:

- 5 initial trainings (15.12.2022, 17:00-19:00, Introduction to positive psychology and the five pillars of PERMA; 17.12.2022, 9:00-11:00, Encouragement of positive emotions; 17.12.2022, 11:00-13:00, Encouragement engagement and positive relationships; 18.12.2022, 9:00-11:00, Establishing a school vision and new philosophy of discipline, identifying 2-3 schoolwide expectations; 18.12.2022, 11:00-13:00, Creating positive learning environments;

- 4 intermediate trainings - February 2023 – 1 on SWPBS issues (defining 2-3 schoolwide expectations), 1 on PERMA issues, 1 on SW-PBS issues (behaviours developing a schoolwide reward system), 1 on training of the school team on Professional Development issues (defining career goals and opportunities for professional empowerment);
- 1 intermediate training – April 2023 - training of the school team on SW-PBS issues (developing an action plan based on fidelity assessment);

The researchers involved in the project played an active role during the training sessions, actively participating and providing their expertise. Moreover, they were available to address any technical issues that arose and offer support within their respective domains. This support included assisting with challenges related to data collection, resolving any difficulties encountered, and answering questions regarding pending tasks. Their presence ensured that the training sessions ran smoothly and that any issues or concerns were promptly addressed, contributing to the overall success of the project.

For group B, early childhood educators actively implemented the program, and external coaches provided continuous monitoring and support whenever needed. In this regard, reinforcement training sessions were conducted, along with regular meetings, both online and face-to-face, depending on the schools' availability and the school context (epidemiological situation, teacher strikes, or holiday periods).

External coaches have supported the research team and ISJ team during the data collection on T3 and T4, for both group A and B.

External coaches also selected families (from schools of group B) to be interviewed and to provide feedback on the impact of the ProW framework.

The Romanian external coaches (like all external coaches from the partner countries) attended one online meeting (June 2023). During the meeting, they had the opportunity to engage in discussions regarding the challenges they successfully overcame, the valuable lessons they learned, and the positive impact that ProW had, both on the preschools and on themselves as external coaches.

6.4.2 Team training and support (eLearning platform)

The ProW e-Learning platform was developed within the ProW project by the Cypriot team. This professional platform represents an environment for courses and assessment in electronic format and provides the opportunity for participants to learn together. Last but not least, this platform allows socialisation and efficient communication.

As part of the project activities, in July-September 2021 there were organised online training sessions for the external coaches of the four partner countries, during which, in addition to teaching about PERMA and SWPBS approaches, a series of discussions and demonstrations of effective use of the ProW platform were also included. At the end of the training on the effective use of the platform's resources, it was made sure that all external coaches would be able to train, in their turn, the early childhood teachers involved in the project.

The eLearning platform's interface was appreciated by the early childhood teachers from the 18 Romanian preschools involved in the project as being friendly and easy to use by anyone, regardless of their digital skills. A significant part of these teaching staff noted that it is the first time they work with such a platform.

ProW e-Learning platform is based on resources and activities. The main resource is represented by the course, which is defined based on modular activities. Through the ProW e-Learning platform, Romanian participating staff had access to: the presentation of online modules, useful materials uploaded by team members from all project countries, the forum section, the presentation of selected schools and the implemented trainings. The resources can be accessed page by page or users can jump from one section to another. Each page contains the materials used by the coaches during the trainings, as well as other helpful materials.

The advantages of this type of course presentation and delivery are the following: accessibility, flexibility, comfort, and the fact that the learning-training is self-paced, because the user can decide the date and time when s/he gets involved in the training activity, taking into account only the deadlines imposed by the project.

The ProW e-Learning platform provided support for teaching/learning, administration, design and content monitoring. Also, Romanian early childhood teachers involved so far in activities

had the opportunity to communicate and synchronise between the different schools within the ProW project.

ProW e-Learning platform allows viewing and managing vast types of educational content, such as: interactive materials, tutorials, exercises, simulations, educational games from all countries participating in the project. The library of educational materials acts as a materials' manager: it is adaptable, configurable and allows for easy searching. The content can be structured and adapted according to the teachers' needs and enriched with information related to the project, version, author, etc.

The access rights for each user or group of users can be adapted and applied to any segment of the library of educational materials. Both Romanian external coaches and their trainee-early childhood teachers have noticed that the knowledge base offers easy search functions.

After using it, the Romanian learners (i.e. early childhood teachers from the 18 preschools selected for the project) noticed another advantage of the ProW e-Learning platform, namely that it ensures geographical independence, mobility - the possibility to access the content of the educational material anytime, anywhere, with the help only of a personal computer and an Internet connection; that is great, because in our region most of the kindergartens are far from each other.

ProW e-Learning platform offered our early childhood teachers the possibility of concise and selective presentation of educational content. Romanian teaching staff appreciated that through the ProW e-Learning platform they benefited from an individualised learning experience. Also, it was greatly appreciated that they could use the platform during the weekend as well, given the activities during the working week. Romanian early childhood teachers appreciated the feature of individualising the learning process for children, as each child has his/her own rhythm and style of knowledge assimilation and works on a certain type of memory in the learning process (auditory or visual); the platform allows the courses to be completed gradually and repeatedly, quickly controlling children's progress, benefiting from fast and permanent feedback; some subjects perform better on weekends, others in the early hours of the morning.

Our early childhood teachers emphasised on ProW e-Learning platform's various pedagogical methods, which guide subjects throughout the learning process: when going through the didactic materials, and when achieving the project's objectives. They also pointed out that using various media and diversified educational material support higher knowledge retaining rates (80% of the acquired knowledge and information is retained through listening, viewing and interactivity).

For the Romanian researchers and external coaches, the online administration through the ProW e-Learning platform represented an added value, because the platform ensures the security of users, requires their registration, provides monitorization of the activities carried out by all the people involved in the project and of the activities offered/achieved in the network.

As a result of using the project platform in training sessions and in networking activities, the following advantages and features could be identified, among other, by our Romanian users:

- Learning through prow platform incurs much lower costs than the costs for classical educational process;
- The synchronous and asynchronous interactions between trainer and trainees complement well each other;
- The real time feedback, through formative / summative, qualitative / quantitative assessment is relevant, easy and accessible to all users;
- The correctness of the proposed tasks, the completion time and the number of people involved in the project who solved the tasks correctly can be visualised.

Beyond being a dynamic training environment, the ProW platform was used by the Romanian early childhood teachers as a flexible storage place for the educational and school materials they developed in Year 1, which they could share and analyse within the created network of school and thus could valorize.

The ProW e-Learning platform is a tool through which during T1-T4, Romanian early childhood teachers from selected preschools could access project resources, exchange best practices, share materials they developed in the project and participate in the networking.

6.4.3 Coaches' engagement in ECEC settings

Increasing teacher well-being required the direct involvement of Romanian coaches in ECEC settings. More precisely, they offered 10 online trainings to early childhood teachers from the treatment group (13 preschools) regarding the implementation of SWPBS, they assisted the Romanian early childhood teachers in creating their own visions of the educational unit, they offered support in terms of managing negative behaviours in the classroom, they advised the teaching staffs to increase their well-being and visited the selected educational units to ensure that the implementation of the project is carried out properly.

The 10 online trainings have been delivered by all 5 Romanian coaches, while the assistance and support provided after the implementation of the trainings have been ensured within an individual approach, meaning that each external coach was responsible for certain preschools.

The contents of the online trainings offered to early childhood teachers were translated and adapted to the Romanian educational context. Each training lasted 2 hours and was delivered by a coach. As emphasised under section 6.4.1. of this report, the subjects covered during the trainings were: *Establishing a school vision of discipline, Creating positive learning environments, Defining and teaching expected behaviours, Discouraging inappropriate behaviour, Encouragement of positive emotions and positive relationships (PERMA), Defining expected behaviours, Encouraging expected behaviours by implementing social skills instruction activities and Discouraging inappropriate behaviour by providing specific positive feedback, Developing a school-wide acknowledgement system and introducing the monitoring system for the implementation of SW-PBS, The life satisfaction – PERMA, Professional Empowerment.*

The delivered trainings followed two central themes: increasing the well-being of teaching staff and the implementation of SW-PBS.

The first theme explored concepts such as: positive emotions, involvement, life satisfaction, improving relationships, creating a positive preschool climate. Each training included a theoretical and a practical part. Each concept was put into practice and encouraged cooperation and collaboration within the teams. Romanian coaches used presentations,

videos, online games and quizzes to ensure new concepts were understood by all teachers. The second theme focused on the development of the SW-PBS framework within each educational unit. The concepts addressed by this topic were: defining positive behaviours, developing positive behaviours, discouraging negative behaviours and monitoring the implementation of the SW-PBS system. The activities within these trainings aimed at developing the skills necessary for early childhood teachers to properly implement the SW-PBS system in kindergartens, creating their own educational visions and a philosophy of the educational unit.

The Romanian coaches helped the early childhood teachers to identify the needs of preschoolers, parents and the educational community and to define behavioural expectations adapted to them. The exercises that the coaches created took into account the particularities of each educational unit and contributed to the deepening and consolidation of the concepts covered in the trainings. The activities appealed to creativity, critical thinking and strategic thinking, so that each educational unit prepares preschoolers as best as possible for an uncertain future.

As shown above, once the trainings were completed, each coach chose a number of kindergartens and provided weekly support to the teaching staff. The coaches also had individual meetings with the early childhood teachers depending on the problems they had to manage in class, but also meetings with the group of early childhood teachers of each kindergarten to evaluate how the concepts learned in the courses are implemented. Also, the coaches encouraged the early childhood teachers to propose topics for discussion during the meetings, so that they have the greatest degree of usefulness and applicability.

Each coach used communication platforms adapted to the teachers' preferences, such as: Zoom, Whatsapp, Google Classroom, E-mail, Skype, Teams, the ProW e-Learning Platform and even physical meetings. These platforms were used to upload the coaches' presentations, but also to give the early childhood teachers homework aimed at increasing well-being. Homework was not imposed on teachers, but was formulated in the form of recommendations.

The creation and use of the ProW e-Learning platform allowed all early childhood teachers to have quick and direct access to a wider range of helpful materials for the implementation of the project in the classroom. To ensure that early childhood teachers know how to use the platform effectively, coaches offered demonstrations on account activation and access to existing materials on the platforms. The trainings dedicated to the use of the e-learning platform took into account the digital skills of all teachers, provided clear explanations and practical activities, so that at the end of the training every teacher was able to access their account from their phone or computer, to search and download the necessary materials.

Moreover, after the completion of the trainings, the Romanian coaches visited the preschool units monthly to evaluate to what extent the vision of the educational unit and the behavioural matrix are exposed in the group rooms, but also the degree of familiarity of the students with them. During these visits, the coaches spoke with the teaching staff from the educational units and gave personalised feedback.

The involvement of the Romanian coaches in ECEC was complex and multidimensional. The coaches have contributed both to the personal development of the teaching staff, but also to the improvement of the preschool climate and to the development of a preschool philosophy that promotes positive behaviours. Early childhood teachers stated that they noticed changes in both personal and preschoolers' behaviour. The early childhood teachers applied the strategies used in the trainings and improved their well-being, communicating more effectively with parents and preschoolers. Also, they stated that the negative behaviours among the students have decreased.

During the second year of implementation, the external coaches collaborated with the consortium's group of researchers, either by attending face to face meetings (such as the 5th Consortium meeting held in Pitesti on February 16-17, 2023) or participating in online meetings (such as the one on June 22, 2023). They also sought information from the Romanian researchers to support their work.

6.4.4 Families interviews

In the first year of implementation of the project, the Romanian coaches conducted 8 interviews with the parents of preschoolers enrolled in the educational units of the treatment group.

Before starting the actual interviews, the participants were informed about the purpose of the interview, how it will be conducted and the aspects related to the protection of personal data and answers. Each interview participant signed the consent form and agreed that the interview would be recorded and used only by the project team for educational purposes. The interviews were conducted online and recorded by each interviewer. Romanian external coaches analysed the recordings and transcribed the participants' responses so that they could be easily interpreted.

The interviews lasted between 30 and 50 minutes and were conducted in Romanian.

Demographics of Romanian target group

All 8 people interviewed (parents of preschoolers) were female and were of Romanian ethnicity. Parents own their own home (house or apartment) and live with their spouses and children. Only 3 participants stated that they also live with their in-laws. Two subjects of the interview have secondary education, and the rest have higher education. Both the interviewees and their partners work full-time, 8 hours a day, 5 days a week.

The ages of the children whose mothers returned to work after birth varied between 1 year and 8 months and 3 years. The language they speak with the children is Romanian, and two subjects stated that they occasionally speak in English.

General description

- Parent-child interpersonal experiences (Q1, Q2)

The interviewed subjects appreciate the extraordinary communication skills of the teaching staff, which were found both at the level of communication with preschoolers and at the level of communication with parents. In particular, the extraordinary involvement of teachers in forming and emotionally supporting preschoolers and in making them have more confidence in themselves. Parents also appreciate the safety environment created by the institution and have no concerns about it.

All the subjects believe that the time spent by parents together with their children, especially at the young ages of the children, is essential for the harmonious evolution of children's personality. That's why all the mothers stated that they try to spend as much time as possible with their children, in the family. Among the most frequent family activities are: reading stories, drawing, maths activities, role-playing, cooking and outdoor activities.

The educational environment of the kindergarten is positively appreciated through the extraordinary infrastructure it makes available to the children: smart boards, well-arranged play areas, diversified materials.

- Child's learning/experiences in early years setting (Q3)

The interviewed mothers stated that there is a great emphasis on the communication skills that preschoolers must acquire. That is why the activities of memorization, reading after pictures, storytelling and colouring are very much exploited. The preschooler constantly forms and optimises his/her positive behaviours by being directly involved in many role-playing and dramatisation activities.

- Child's changes/experiences in last months (Q4, Q5, Q6)

All interviewed subjects stated that they have information about the implementation of the ProW project for the next 2 years. They are aware that the project encourages positive behaviours and works to correct negative ones. According to them, the contribution of educators through the methods approached as support from the project is obvious. Among the changes that the parents talked about are: the desire to work in a team, the frequent use of politeness formulas "*Please!*", "*Thank you!*", "*With pleasure!*" and the acquisition of new knowledge. Preschoolers showed changes in the way they perform tasks, in teamwork activities, and they optimised their verbal and non-verbal communication skills. The parents did not notice anything negative in their behaviour .

Participation to ProW and Collaboration with ECEC staff

- Parent-school participation regarding the implementation of ProW at both the early setting and home (Q7, Q8)

The parents believe that the behavioural changes in the last period are due to the methods and means that the early childhood teachers have acquired after participating in the ProW courses, but also to the passion they have for this profession. The mothers observed that the educators insisted more on the development of social skills, on avoiding and managing conflicts between children, patience and hygiene rules.

- Positive/negative factors of ProW implementation (Q9, Q10)

Among the activities that were continued at home and that the parents consider extremely beneficial, the following were mentioned: the respect given to others by the preschooler, involvement in activities through teamwork, empathy with the other children in the group, but also with adults around the preschooler, the preschooler is much more orderly and disciplined, sorting toys and putting them in order.

Due to the pandemic context, 6 parents were not invited to participate in any direct meeting, but there were online discussions regarding the project and its benefits, regarding the appreciation of the child's positive behaviour both at home and in kindergarten. The other two had the opportunity to participate in the activities carried out at the kindergarten.

- Parents' views on collaboration with ECEC staff (Q11, Q12, Q13, Q14)

The interviewed subjects were impressed by the fact that the project contributes to the social formation of children (to be polite, to learn to greet and listen to the needs of others, to control their negative starts) through an educational environment beneficial to a good subsequent social adaptation. There are no elements that are considered that should be changed in the project.

Parents stated that they were informed about the ways in which the child's preschool supports positive behaviour and would be interested in participating and collaborating with the preschool team in devising a plan to support the preschooler's positive behaviour. It is also considered important for parents to get more involved in the school system, but through a continuation of the work of the specialists from the group and by following the recommendations.

- Other comments (Q15)

Parents express joy because preschoolers have begun to know their feelings better and control their anger in tense moments, showing progressive emotional and behavioural balance. Preschoolers no longer enter into disputes with peers or siblings as often.

Parents are also happy that their children's kindergartens are part of the project and implement these activities, considering that the project has helped the involved parents, children and early childhood teachers to speak a common language.

Concluding the answers of the Romanian interviewed subjects, it can be stated that the parents have observed behavioural changes among the children and are satisfied with this evolution. Also, they expressed their desire to be more actively involved in the project and to continue and consolidate at home the skills that preschoolers develop at kindergarten. The ProW project also improved the relationship between parents and educational institutions, the role of parents becoming more active and present.

During the second year of project implementation, a series of 7 interviews were conducted by coaches with parents of preschoolers enrolled in the control group's educational units. Before the commencement of the interviews, participants were provided with comprehensive information regarding the interview's objectives, the methodology employed, and the safeguards in place to protect their data and responses. Each interviewee provided their informed consent by signing a consent form, acknowledging that the interview would be recorded solely for educational purposes and utilised exclusively by the project team.

The interviews were conducted online, with each interviewer maintaining a session recording. External coaches meticulously analysed the tapes and transcribed the participants' responses to facilitate their interpretation. The interviews ranged from 30 to 50 minutes and were conducted in Romanian.

1. Overview of Target Group Characteristics

The research included a wide variety of participants with different backgrounds. Out of seven people interviewed, six were female, mostly of Romanian origin, and one person identified as a member of the Roma minority.

They were mainly parents of preschool kids, living in their own homes with their spouses and children. Interestingly, four participants also lived with extended family-like in-laws.

Education varied among the group, with two having finished high school and the rest having college degrees. There was also a mix of jobs within the group. Two women were homemakers, while the partners of the other participants worked full-time jobs five days a week for eight hours each day.

Interestingly, the mothers returned to work after their children were between 1.8 and 2.6 years old. They usually spoke Romanian with their children, but two participants sometimes used English too.

2. General Overview

Parent-Child Interpersonal Experiences (Q1, Q2):

The participants in this study expressed a deep appreciation for the exceptional communication skills demonstrated by the teaching staff, both in their interactions with preschoolers and in their communication with parents. The teachers' extraordinary involvement in the emotional and social development of the preschoolers was particularly highlighted, as they played a significant role in fostering their self-confidence and overall well-being. Furthermore, the parents expressed their satisfaction with the safety measures implemented by the educational institution, demonstrating a sense of trust and confidence in the learning environment.

The participants acknowledged the significance of quality time spent together between parents and children, especially during the formative early years. Recognizing its crucial role in facilitating the harmonious evolution of their children's personalities, the mothers emphasised their commitment to maximizing family time through engaging in various activities such as reading stories, engaging in imaginative play, cooking, and participating in outdoor pursuits. These activities fostered bonding within the family unit and provided valuable opportunities for learning and growth.

Additionally, the participants held a positive perception of the educational environment within the kindergarten. They commended the extraordinary infrastructure available to the children, including integrating intelligent boards, well-arranged play areas, and a diverse range of materials. Such resources contributed to an enriched learning experience and facilitated the development of various skills and competencies in preschoolers.

Children's Learning/Experiences in Early Years Setting (Q3):

The interviewed parents profoundly understood the significance of dedicating quality time to their children's development. They actively engaged their children in diverse tasks and activities, aiming to create an affectionate and nurturing atmosphere that fosters their self-confidence and overall growth.

Furthermore, the parents demonstrated a keen awareness of the ProW project, an Erasmus initiative implemented at their children's kindergarten, which aims to promote positive behaviours among young learners. Through their participation in the project, the parents received regular updates and recommendations via a WhatsApp group, facilitating their comprehensive understanding of the project's progress and enabling them to reinforce positive behaviours within the home environment.

The interviewed mothers emphasised the importance of developing practical communication skills in preschoolers. Consequently, the activities employed in the early years setting included memorization exercises, picture-based reading, storytelling, and colorings, all designed to optimise acquiring these vital skills. Moreover, the preschoolers were actively engaged in various role-playing and dramatisation activities, enabling them to shape and refine their positive behaviours continually.

Children's Recent Changes/Experiences (Q4, Q5, Q6):

The respondents report notable positive behavioural transformations in their children over the past five months. The children exhibit enhanced responsibility and attention to detail, adopting polite gestures, improving table manners, and displaying increased patience.

The parents attribute these changes primarily to the kindergarten activities, particularly the ProW project, which sheds light on behavioural aspects that parents may unintentionally overlook. They acknowledge the teachers' unwavering commitment to positively educate and guide the children as a substantial contributing factor to these observed developments. Furthermore, the parents actively participate in project activities and witness numerous benefits for their children, including heightened comprehension, heightened sense of responsibility, more significant serenity, and improved communication skills.

3. Participation in ProW and Collaboration with ECEC Staff

- Parental Engagement in ProW Implementation in Early Settings and at Home (Q7, Q8):

The parents expressed deep appreciation for the teachers' active engagement in refining their children's behaviours using ProW project-supported methodologies. Significant improvements were observed in the children's social skills, including sharing, appropriate conduct, and consideration for others. The parents recognized the teachers' commitment and passion for their profession as instrumental in facilitating these positive changes.

The parents attributed the observed behavioural changes to the methods and techniques acquired by the teachers through their participation in ProW courses. The parents acknowledged that the educators emphasised developing social skills, conflict avoidance and resolution, patience, and adherence to hygiene rules. They noted a consistent approach between the project activities initiated in the kindergarten setting and their continuation within the home environment. This consistency played a pivotal role in fostering the children's positive development.

The collaboration between the parents and ECEC staff in implementing the ProW project demonstrated the shared goal of promoting positive behaviours and holistic development in children. The parents' recognition of the teachers' expertise and dedication to refining their children's behaviours reinforces the significance of ongoing professional development and the application of evidence-based practices. Through their active participation and collaboration, the parents and teachers fostered a cohesive approach that enhanced the social and emotional well-being of the children.

- Positive/Negative Factors of ProW Implementation (Q9, Q10): The parents actively participate in discussions concerning managing challenging behaviours among children at kindergarten and at home. They appreciate the valuable advice received regarding behaviour management and the implementation of strategies such as organising and sorting toys and other household objects. The parents also highlight the children's increased patience compared to five months prior. They value the comprehensive nature of the program, extending beyond the educational realm to actively engage parents in shaping and optimising their children's behaviours. This collaborative synergy between the kindergarten and home

environment is perceived as indispensable for fostering the children's harmonious development.

- Parents' Views on Collaboration with ECEC Staff (Q11, Q12, Q13, Q14):

The parents enthusiastically engage in numerous discussions and are encouraged to allocate additional time to elucidate various situations to their children. Despite their tender age, they derive immense satisfaction from observing their children adhering to rules. Consequently, the parents highly appreciate the ProW project's implementation and consider no modifications necessary. The collaboration between parents and the ECEC staff has established a foundation of trust and shared responsibility for nurturing positive development in the children.

4. General

- Other Comments (Q15):

The parents deem active engagement in fostering their children's skills imperative. They express gratification that the kindergarten actively participates in the ProW project, enabling the establishment of a common language among parents, children, and teachers. The parents further extol the exceptional infrastructure provided by the kindergarten, including cutting-edge technologies such as smart boards, meticulously arranged play areas, and an assortment of diverse materials, all of which contribute to creating an enriched learning environment.

In conclusion, the comprehensive feedback obtained from the respondents underscores their unequivocal recognition of the positive impact of parent-child interpersonal experiences, the children's learning encounters in the preschool setting, and the collaborative efforts between parents and ECEC staff.

The parents have witnessed commendable behavioural changes in their children, crediting the kindergarten activities, particularly the ProW project, as pivotal factors contributing to these transformations. Their active participation in project initiatives and the accompanying benefits observed in their children affirm the indispensability of collaboration between the kindergarten and home environment for fostering the children's harmonious development. Ultimately, the parents emphasise the vital role of active parental engagement in their

children's education. They strongly advocate for implementing the ProW project in kindergartens, recognizing its benefits for parents, children, and ECEC staff.

6.5 Main Conclusions

Promoting Teachers Wellbeing through Positive Behaviour Support in Early Childhood Education (ProW) Project was implemented in Romania according to the required standards and the results after the first year of implementation regarding the development of positive behaviours in early childhood education were the expected ones.

This project had two main components, i.e., applying ProW practices in selected kindergartens and collecting data for their constant monitoring. The first component referred to the direct involvement in training courses of early childhood teachers from the chosen institutions.

Two groups took part in the study, i.e., the treatment group and the control group that were formed randomly so that each of them would consist of preschool units from rural and urban areas, and of half-day kindergartens (less than 4 hours a day) and full-day kindergartens. The treatment group consisted of 10 kindergartens (5 from rural areas and 5 from urban areas, 5 full-day and 5 half-day) and 3 extra kindergartens that would have been included in the research if one of the other kindergartens could not complete all the tasks. The control group consisted of 5 kindergartens.

During the first year of project implementation, the early childhood teachers from the 13 selected preschools in the treatment group benefited from the support given by the external coaches (trainers) while taking part in training courses. Increasing teacher well-being required the direct involvement of coaches in ECEC settings. During the school year, all early childhood teachers took part in 10 training courses and in individual meetings that were organised for each kindergarten. These meetings allowed early childhood teachers to create learning materials used for implementing this project in each institution. Coaches assisted the early childhood teachers in creating visions for their institution, offered support in terms of managing negative behaviours in the classroom, advised the teaching staff to increase their well-being, and visited the kindergartens to ensure that the implementation of the project is

carried out properly. Each kindergarten was regularly monitored by its designated supervisor (coach) through visits, meetings with the teachers, parents, and school staff, and individual talks. The outcomes of this process were represented by the completed tasks and the development of an individualised action plan. Each kindergarten, based on its own mission and vision, created learning materials that were uploaded on the ProW e-learning platform, organised meetings with parents and with the entire school personnel in order to establish a strategy for the optimal development of positive behaviours. The ProW e-learning platform proved to be an effective instrument not only for communicating properly but also for socialising and teamwork.

The involvement of coaches in ECEC was complex and multidimensional. The coaches have contributed to the personal development of the teaching staff, the improvement of the kindergartens' climate, and the development of a preschool philosophy that promotes positive behaviours. Early childhood teachers stated that they noticed changes in their behaviour and in pre-schoolers' behaviour. The educators applied the strategies used in the training courses and improved their well-being, communicating more effectively with parents and pre-schoolers. Also, they stated that the negative behaviours among the students were reduced.

In the first year of project implementation, coaches conducted 8 interviews with the parents of pre-schoolers enrolled in the kindergartens that belonged to the treatment group. Before conducting the interviews, the participants were informed about the purpose of the interview and about the aspects related to the protection of personal data and answers. Each interviewee signed the consent form and agreed that the interview would be recorded and used only by the project team for educational purposes. The interviews were conducted online and recorded by each interviewer. External coaches analysed the recordings and transcribed the interviewees' answers so that they could be easily interpreted. The interviews lasted between 30 and 50 minutes and were conducted in Romanian.

The analysis of the answers revealed that parents have observed behavioural changes among the children and are satisfied with this evolution. Also, they expressed their desire to be more actively involved in the project and to continue and consolidate at home the skills that pre-schoolers develop in kindergarten. The ProW project also improved the relationship between

parents and educational institutions, with parents becoming more involved in school activities.

Another component of the ProW project referred to data collection. It was based on the analysis of the needs questionnaire applied to early childhood teachers in Romania. This analysis showed that there seems to be a lack of discipline procedures in many schools and early childhood teachers have difficulties in finding the best solutions to managing conflict and to reducing problem behaviours. They also try to develop positive behaviours and ensure the well-being of children. Another problem was related to the increasing number of students who have special educational needs and to the fact that most early childhood teachers have not received proper training to create a proper learning environment for all of them. The activities implemented in the ProW project helped early childhood teachers overcome some of these difficulties by allowing them to share their experiences and knowledge and also to exchange good practices.

After the needs analysis and schools' selection, data were collected in each selected preschool unit, for each envisaged instrument (scale). UPIT's project team was helped by the team of the Argeş County School Inspectorate and the implementation and encoding procedure mentioned in the protocol was followed.

The reward system used in each kindergarten proved its efficiency in forming positive behaviours among children. Each kindergarten, according to its characteristics, developed its own reward system that was applied to all children.

The first year of implementation ended with the evaluation of intervention process procedures through Fidelity Assessments and Fidelity Interviews. The results showed that the ProW project had a positive impact on the selected kindergartens in Romania. In each kindergarten a team was formed, a coordinator was chosen, and tasks were assigned to each member. These teams had weekly or monthly meetings and they debated topics related to positive behaviours. They also developed each institution's mission and vision, and they displayed them in a suitable place so that they could be seen by everyone.

The ProW project was a great opportunity for most early childhood teachers to identify the needed strategies to develop or change children's behaviours. This led to the well-being of early childhood teachers and children in all kindergartens.

Throughout the second year of implementation, the researcher's team showcased exemplary guidance, skillfully utilising the foundation laid in the preceding year to anticipate challenges and streamline coordination efforts. Drawing upon their wealth of experience and insights gained from previous endeavours, the team of coaches worked hand in hand with the research team, seamlessly integrating feedback from diverse sources. This iterative approach enabled continual refinement and enhancements to the project, with a dedicated focus on bolstering support services within preschool settings and nurturing the holistic well-being of teachers.

The project implementation faced both contemporary challenges (early childhood education during and post-Covid, specific epidemiological situations for preschoolers, teacher strikes, the emergence of a new education law in Romania, border conflicts) and classic challenges related to operating an education system in a post-totalitarian society.

Part 4. General Conclusion

In conclusion, the implementation of the ProW intervention across the four countries has yielded promising results and valuable insights for the field of early childhood education. During the two years, the ProW project witnessed a high level of enthusiasm and dedication among early childhood teachers, indicating its potential to bring about positive change in the profession.

In Cyprus, the ProW intervention involved 20 schools that were split into two groups of 10 for Year 1, and 16 schools in Year 2 after 4 dropouts. The instruments were adapted for the Cypriot context to conduct the data collection that occurred in four phases with online questionnaires. Ethical approval was secured, and parental consent was obtained for children's participation. The response rates fluctuated across phases but remained satisfactory. The number of ECEC teachers and children that participated in the implementation exceeded the expected level to a great extent. Coaches played a pivotal role in implementing PERMA and SWPBS, selected and trained before the project's start. Training sessions were held online, with materials accessible on an eLearning platform. Access transitioned from limited to open in the second year. The ProW mobile learning app was also introduced to support ongoing learning, catering to the widespread use of smartphones and offering resources for teachers and beyond. In conclusion, the ProW project in Cyprus marked a pioneering fusion of Positive Psychology and Positive Behavior Support in pre-primary schools. This innovative framework required schools to commit to a 2-year journey of comprehensive integration introducing the well-being of early childhood teachers. Teachers displayed dedication, participating in online training sessions beyond their working hours. Collaboration with external coaches was pivotal amidst external challenges. Last, the project benefited from improved capacity and experience, enabling the team to anticipate and address challenges efficiently. The synergy between researchers and coaches, fueled by an iterative approach with professional growth and personal satisfaction underscore the project's success.

The findings in Greece regarding the implementation of the ProW intervention are particularly encouraging and offer valuable insights into the impact of this program on early childhood education. Greek teachers, parents, and children involved in the ProW project

displayed a remarkable level of motivation and enthusiasm. This heightened motivation translated into open discussions, active participation, and fruitful collaboration among all stakeholders. Teachers in Greece appear to have embraced the ProW intervention with a strong sense of commitment, which bodes well for its potential long-term success in the country. Furthermore, the positive outcomes observed in Greece underscore the potential of the ProW project to foster a more dynamic and engaging learning environment for children. The motivated participation of teachers and parents suggests that the program has not only enhanced the well-being of educators but has also positively influenced the overall educational experience for children in Greek kindergartens.

These findings emphasize the importance of recognizing and supporting teacher well-being as a key element in improving the quality of early childhood education.

In Portugal, to address teachers' availability limitations and other contextual specificities, adaptations were made to the structure and contents of the training program. The PERMA model and SW-PBS approach were integrated and addressed parallelly in each training session. Additionally, the 10 training sessions were delivered on-site and using an interactive and experiential approach, seeking the active involvement of the participants in practical activities that were used to start the exploration of PERMA and SW-PBS. These adaptations not only allowed us to overcome some initial resistance by some of the teachers to participate in the ProW intervention but have also been crucial in sparking and maintaining the engagement of the participants in each training session. This good level of engagement and the positive assessment of the training program by the participants indicate that the ProW intervention was useful for the Portuguese teachers, contributing to their personal and professional well-being. These results and feedback provided by the participants also indicate that future replication of the ProW approach with other education professionals should be considered.

Meanwhile, in Romania, parents observed commendable behavioral improvements in their children, attributing these positive changes to the ProW project's influence in kindergarten activities. Their endorsement of the ProW project underscores its potential benefits for parents, children, and early childhood education staff.

Notably, the ProW approach champions a holistic perspective on teacher well-being, challenging conventional models, particularly in post-totalitarian societies. By collecting both

qualitative and quantitative data, the project aspires to shape national and European policies and practices aimed at enhancing teachers' well-being and elevating the teaching profession. The findings from these four countries provide a robust foundation for further research and potential expansion of the ProW intervention. It is evident that prioritizing teacher well-being in early childhood education can lead to more motivated, engaged, and effective educators, ultimately benefiting children and the entire educational community. As we move forward, continued collaboration and dissemination of these findings can pave the way for positive changes in the field of early childhood education across Europe and beyond. In Romania, the parents have witnessed commendable behavioural changes in their children, crediting the kindergarten activities, particularly the ProW project, as pivotal factors contributing to these transformations. They strongly advocate for implementing the ProW project in kindergartens, recognizing its benefits for parents, children, and ECEC staff.

Part 5. Implications - Recommendations for Educational Stakeholders

7.1 Enhancing Teacher Well-being: Insights and Recommendations for Educational Stakeholders

ECEC teachers have a crucial role in shaping the lives of young children. However, despite the crucial nature of their work, many ECEC teachers around the world face challenges and struggles that impact their ability to teach effectively (McCallum et al., 2017; OECD, 2019). Creating a supportive and empowering environment for ECEC teachers can lead to better learning outcomes for young children (Cassidy et al., 2019). Based on the results of the ProW there are several actionable insights and recommendations that can help policymakers and education stakeholders achieve this goal.

One key insight is the importance of providing teachers with adequate resources and support. Teachers need access to high-quality training, coaching, and mentoring programs to improve their skills and competencies (Archibald et al., 2011). They also need access to resources such as instructional materials, technology, and professional development opportunities. Educational stakeholders and policymakers should invest in these resources to ensure that teachers have everything they need to provide high-quality instructions.

Another critical insight is the need to address teacher burnout and stress. Burnout is a prevalent issue among teachers, and it can lead to high turnover rates and lower-quality instruction (OECD, 2019). To combat burnout, education stakeholders and policymakers should prioritize strategies that promote work-life balance, such as flexible scheduling, reduced workload, and access to mental health resources. Additionally, creating a supportive and positive school culture that values and recognizes teachers' contributions can help to decrease burnout and promote well-being.

A third insight is the importance of creating opportunities for collaboration and professional development among early childhood teachers (Sheridan et al., 2009). Collaboration can help early childhood teachers share best practices, learn from one another, and build a sense of community and support. Professional development opportunities, such as workshops,

conferences, and seminars, can help early childhood teachers stay up-to-date with the latest research and teaching methods.

In addition to these insights, there are several actionable recommendations that policymakers and educational stakeholders can implement to create a more supportive and empowering environment for early childhood teachers. These recommendations include:

- Providing adequate funding and resources for early childhood teacher training, coaching, and mentoring programs.
- Addressing early childhood teacher burnout and stress by promoting work-life balance and providing access to mental health resources.
- Creating a positive and supportive preschool culture that values and recognizes early childhood teachers' contributions.
- Prioritizing opportunities for collaboration and professional development among early childhood teachers.
- Fostering partnerships between preschools and community organizations to support early childhood teachers, children and their parents.
- Promoting teacher autonomy and agency in decision-making and curriculum development.

By implementing these recommendations, policymakers and educational stakeholders can create a more supportive and empowering environment for early childhood teachers, ultimately leading to better learning outcomes for children. Creating this type of environment requires a long-term commitment to investing in early childhood teachers and recognizing the critical role they play in shaping the future. It is up to policymakers and education stakeholders to prioritize this commitment and take action to create a better learning environment for everyone

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Appendices

A.1 External coaches' trainings (CY, GR, PO, RO)

Description of External Coaches' Training Sessions

Training Sessions	DATE	CONTENT	Activities
1 st 2 hours	06/07/21	<p>Introduction to Positive Psychology and PERMA model</p> <p>Importance of Teacher Wellbeing</p> <p>Positive Emotions (Joy, Optimism, Gratitude): Plan and participate in healthy positive experiences</p>	<ul style="list-style-type: none"> Count your blessings Keep a gratitude journal Identify what works well Encourage savoring or positive events Growth Mindset
2 nd 1 ½ hours	06/07/21	<p>Engagement: Become immersed in worthwhile pursuits, including the application of character strengths.</p> <p>Cultivating flow experiences</p>	<ul style="list-style-type: none"> Take the VIA Character Profile to identify Signature strengths Have character strengths conversations with colleagues Identify strengths overplayed and underplayed Create a strengths tree
3 rd 2 hours	13/07/21	<p>Positive Relationships:</p> <p>Develop social and emotional skills to better connect and share with others.</p> <p>(Verbal and non-verbal communication, active listening, use of humor, how to build trust and rapport, emotional & social intelligence)</p>	<ul style="list-style-type: none"> Communication skills activities/ Positive feedback Empathy activities Practice Acts of Kindness Practise Active Constructive Responding Issue Gratitude Cards Activities and strategies to enhance positive interaction between teachers and students, between students, early childhood teachers and parents and improve teacher collegiality
4 th 2 ½ hours	14/07/21	<p>Meaning:</p>	<ul style="list-style-type: none"> Reflect on core values and how we live them Write about our best self at work

		<p>Reflect and plan for ways to act with purpose, to think beyond themselves and contribute to higher pursuits</p> <p>Achievement: Set and strive for meaningful goals, manage setbacks, maintain mental toughness and embody a growth mindset</p>	<ul style="list-style-type: none"> • Mindfulness activities • Visualise success and positive impact • Use an achievement list instead of to-do list each day • SMART Goal Setting / Track your progress • Give opportunities to celebrate achievements <p>Reflections/ Evaluation</p>
<p>5th</p> <p>2 ½ hours</p>	<p>19/07/21</p>	<p>Introduction to SWPBS model</p> <p>Principles of SWPBS intervention (systems data gathering, practices, outcomes)</p> <p>Importance of Positive Behavior Support</p> <p>Key role of the ongoing monitoring progress of SWPBS</p> <p>Establishing schoolwide philosophy and purpose Define common strategies and principles for behaviour support based on local needs Organise effective school teams in preschool settings</p> <p>Engaging family and enhancing parent-teachers cooperation</p>	<ul style="list-style-type: none"> • Lecture and Discussion • Video inspired discussion • Provide experiences of enhancing positive behaviours (interaction in small groups). • Describe the “Dream School” • School Team roles and responsibilities • Engaging Staff • Engaging Families
<p>6th</p> <p>2 hours</p>	<p>23/07/21</p>	<p>Identification of positive behaviours Create schoolwide expectations based on selected values, existing conditions and school needs Define specific behaviours in classroom and non-classroom settings and ensure educators’ understanding and clarification of behaviours and procedures (examples)</p>	<ul style="list-style-type: none"> • Lecture and Discussion • Interaction in small groups and work presentation/feedback <p>-record desirable expectations</p>

		<p>Teaching of expected behaviours Stages of teaching social skills, development of activities, gaining commitment from all parties</p> <p>Strategies for encouraging expected behaviour</p> <p>Strategies for discouraging expected behaviour</p>	<p>-list reasons for teaching social skills/benefits for preschool children , educators, parents</p> <ul style="list-style-type: none"> • Lecture and Discussion • Student and class reward systems (Praise, tokens and acknowledgement systems) • Group activity • Minor and major inappropriate behaviours • Direct and indirect strategies
<p>7th</p> <p>2 ½ hours</p>	<p>26/07/21</p>	<p>Professional development (PD) models: The vast array of delivery modes and models</p> <p>Working conditions and their links with PD Distributed leaderships Availability of non-contact time Working environment</p> <p>Key features of effective models: Relationship-based and sense of agency Practice-based Reflection and joint discussion Cycles of observation, documentation, action and review Building communities of practice</p>	<ul style="list-style-type: none"> • Lecture and Discussion • Video observation • Joint discussion about the videos • Enacting reflection and providing feedback
<p>8th</p> <p>2 hours</p>	<p>30/08/21</p>	<p>Presentation of the basic elements of the experimental protocol. Learn how to administer the study's assessment scales. Organise effective school teams in preschool settings</p>	<ul style="list-style-type: none"> • Lecture and Discussion • Questions & Answers

		Engaging Staff Engaging Families	
9 th 1 ½ hours	31/08/21	<p>The adoption of Positive Behavior Support (PBS) in praxis:</p> <p>Implementing the pyramid. Comprehensive training program.</p> <p>Ongoing Assistance/Outcomes and benefits for all.</p> <p>Key partnerships for extending PBS beyond the classroom .</p>	<ul style="list-style-type: none"> • Lecture and Discussion • Interaction in small groups and work presentation/feedback
10 th 2 hours	01/09/21	<p>Encouraging expected behaviour in praxis</p> <p>Student and class reward systems (Praise, tokens and class- group rewards)</p> <p>Discouraging expected behaviour in praxis</p> <p>Direct and indirect strategies Monitoring behaviour in the classroom</p>	<ul style="list-style-type: none"> • Lecture and Discussion • Group activity
11 th 2 hours	02/09/21	<p>Positive teacher-coach alliance</p> <p>Factors of positive teacher-coach alliance:</p> <p>Interpersonal skills Collaboration Expertise Conveying coaching is non- evaluative</p> <p>Strategies to build a positive teacher-coach alliance:</p> <p>Interpersonal Skills: Effective communication. Building trust. Nonevaluative & nonjudgmental language, empathy, support etc.</p> <p>Collaboration: Meeting needs and goals. Conveying that improving teaching is teamwork.</p>	<ul style="list-style-type: none"> • Lecture and Discussion • Experiential Exercises • Video observation and joint discussion about the videos • Enacting reflection and providing feedback

		Expertise: In teaching in the content area.	
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2. Teachers' trainings

A. Cyprus

Training Sessions	DATE	CONTENT	Place
1 st 2 hours	09/11/2021 16:00 - 17:00	Introductory meeting of the ProW Project Instructions for collecting data collection and coding	Zoom
2 nd 2 hours	18/11/2021 16.00 - 17.30	Brief introduction to the ProW project Positive interactions in the school unit (activities to connect teachers and students in the school unit/ children/ between pupils) Creating a common vision of philosophy and goals/ Composition and roles of the Core Team	Zoom
3 rd 2 hours	23/11/2021 16.00 - 18.00 & 25/11/2021 15:00 - 17:00	Introduction to Positive Psychology and the PERMA model The importance of investing in the well-being of teachers Cultivating Positive Emotions	Zoom
4 th 2 hours	30/11/2021 16.00 - 17.30 & 02/12/2022 15:00 - 16:30	PERMA: Engagement and character strengths	Zoom
5 th 2 ½ hours	07/12/2021 16:00 - 18:00 & 09/12/2021 15:00 - 17:00	PERMA: Positive Relationships	Zoom
6 th 2 hours	14/12/2021 16:00 - 18:30 & 16/12/2021	PERMA: Meaning & Accomplishments	Zoom

	15:00 - 17:30		
7th 2 hours	18/01/2022 16:00 - 17:30	Identification of Positive behaviour/ Teaching Expected Behaviour	Zoom
8th 2 hours	22/02/2022 16:00 - 17:30	Strategies for encouraging Expected Behaviour	Zoom
9th 1 ½ hours	15/03/2022 16:00 - 17:30	Strategies for discouraging Inappropriate Behaviour	Zoom
10th 2 hours	12/04/2022 16:00 - 18:00	Ongoing Monitoring and Assessment / TFI / Professional Development	Zoom

Training Sessions in Year 2 to Group B

Training Sessions	DATE	CONTENT	Place
1st ½ hour	27/9/2022 16:00 – 16:30	Introductory meeting of the ProW Project Instructions for collecting data collection and coding	Zoom
2nd 2 hours	18/10/2022 16.00 - 18.00	Brief introduction to the ProW project Positive interactions in the school unit (activities to connect teachers and students in the school unit/ children/ between pupils)	Zoom
3rd 1 ½ hour	1/11/2022 16.00 - 17.30	Creating a common vision of philosophy and goals/ Composition and roles of the Core Team	Zoom

4 th 1 ½ hour	15/11/2022 16.00 - 17.30	Identification of Positive behaviour/ Teaching Expected Behaviour	Zoom
5 th 1 ½ hour	6/12/2022 16.00 - 17.30	Strategies for encouraging Expected Behaviour	Zoom
6 th 1 ½ hour	17/01/2023 16.00 - 17.30	Strategies for discouraging Inappropriate Behaviour	Zoom
7 th 1 ½ hour	28/03/2023 16.00 - 17.30	Ongoing Monitoring and Assessment / TFI / Professional Development	Zoom
8 th 1 ½ hour	04/04/2023 and 06/04/2023 16:00 - 17:30	Introduction to Positive Psychology and the PERMA model The importance of investing in the well-being of teachers PERMA: Cultivating Positive Emotions	Zoom
9 th 1 ½ hours	25/04/2023 and 27/04/2023 16:00 - 17:30	PERMA: Engagement	Zoom
10 th	02/05/2023	PERMA: Positive Relationships	Zoom

1 ½ hour	and 04/05/2023 16:00 - 17:30		
11 th 1 ½ hour	09/05/2023 and 11/05/2023 16:00 - 17:30	PERMA: Meaning & Accomplishments	Zoom

Training Sessions in Year 2 to Group A

Training Sessions	DATE	CONTENT	Place
1 st 1 ½ hour	29/9/2022 16:00 – 17:30	Revision to the SWPBS and PERMA models Instructions and guidelines for the development of the action plan, data collection and coding	Zoom
2 nd 1 ½ hour	24/01/2023 16:00 – 17:30	Revisions on topics based on teachers' needs / Specific challenges and Q & A	Zoom
3 rd 1 ½ hour	30/03/2023 16.00 - 17.30	Revisions on topics based on teachers' needs / Specific challenges and Q & A	Zoom

B. Greece

Description of Greek Teachers’ Training Sessions

Training Sessions	DATE Group A	DATE Group B	CONTENT	Place
1 st 2 hours	10/11/2021	01/11/2022	Introduction to Positive Psychology and PERMA model Positive Emotions	Zoom
2 nd 2 hours	19/11/2021	09/11/2022	The PERMA model Positive Emotions and Engagement	Zoom
3 rd 2 hours	24/11/2021	16/11/2022	The PERMA model Positive Relationships	Zoom
4 th 2 hours	1/12/2021	23/11/2022	The PERMA model Meaning and Achievement	Zoom
5 th 2 ½ hours	8/12/2021	30/11/2022	Introduction to SWPBS model Establishing schoolwide philosophy and purpose Intervention Plan / The SWPBS model	Zoom
6 th 2 hours	17-21/01/2023	23-27/01/2023	Identification of positive behaviours Create schoolwide expectations based on selected values, existing conditions and school needs Teaching of expected behaviours Stages of teaching social skills, development of activities, gaining commitment from all parties	On-site
7 th 2 hours	21/1/22	6-10/02/23	Strategies for encouraging expected behaviour Strategies for discouraging expected behaviour	On-site
8 th 2 hours	28/02/22	16/03/23	Reinforcement system – Rewards, tokens	Webex platform
9 th 1 ½ hours	31/03/22	03/04/23	Ongoing Monitoring and Assessment/TFI,	On-site
10 th 2 hours	05/04/22	29/04/23	Professional Development	On-site

C. Portugal

In Portugal, the training sessions have been implemented all on-site and in four different groups of participants, from the treatment group, arranged considering their workplace and time constraints. Due to these specificities, the date and duration of each session is provided for each different group, here numbered from 1 to 4.

Training Sessions	DATE	CONTENT	Place
1 st	Group 1 11/01/2022 2 01h00min	PERMA: Introduction to the topic of positive emotions and gratitude. <ul style="list-style-type: none"> - To identify positive emotions. - To develop knowledge about your own emotions. - To define the role of emotions in educational practice and personal well-being. - To identify reasons for gratefulness (focus on positive aspects of personal and professional lives). 	On-site
	Group 2 18/01/2022 1 01h00min		
	Group 3 30/11/2022 1 01h10min		
	Group 4 29/11/2022 1 01h15min		
2 nd	Group 1 08/02/2022 2 01h45min	PERMA: Introduction to the concepts of empathy, relaxation, and flow. <ul style="list-style-type: none"> - To identify and reflect about the relationship between different experiences (personal and professional) and the emotions involved in those experiences. - To develop empathic understanding about the emotions felt by other people. - To increase group cohesion by sharing experiences and emotions. - To discuss the importance of personal well-being and strategies for stress management, relaxation and reaching the state of flow. - To provide the participants with techniques/exercises that may help them to deal better with difficult issues in their personal and professional lives. 	On-site
	Group 2 08/02/2022 2 01h15min		
	Group 3 25/01/2022 2 01h20min		
	Group 4 29/11/2022 1 01h30min		
3 rd	Group 1 15/02/2022 2 01h30min	PERMA: Development of stress management strategies; Development of positive relationships in professional environments.	On-site

	<p>Group 2 22/02/2022 2 01h20min</p>	<ul style="list-style-type: none"> - To reflect about the importance of strategies and exercises for stress management and relaxation. - To stress the importance of teamwork and communication to achieve common goals. - To identify strategies that are effective in promoting teamwork. 	
	<p>Group 3 15/02/2022 2 01h30min</p>	<ul style="list-style-type: none"> - To reflect about the importance of communication strategies to involve work colleagues and children. 	
	<p>Group 4 31/01/2022 2 01h30min</p>	<p>SW-PBS: Definition of values/common vision to implement in the ECE setting; Definition of intentional observation strategies to identify children’s behaviours .</p> <ul style="list-style-type: none"> - To define the values/vision to be implemented in the participants’ ECE setting. - To identify personal characteristics and behaviours through intentional observation. 	
4 th	<p>Group 1 08/03/2022 2 01h45min</p>	<p>PERMA: Introduction to positive and cooperative relationships at the workplace.</p> <ul style="list-style-type: none"> - To reflect about the importance of team and cooperative work to achieve common goals. 	On-site
	<p>Group 2 16/03/2022 2 01h30min</p>	<ul style="list-style-type: none"> - To encourage the involvement of everyone in the plan to achieve their dream ECE setting. 	
	<p>Group 3 22/02/2022 2 01h30min</p>	<p>SW-PBS: Definition of an action plan for the implementation of the values/vision to be adopted in their ECE setting.</p> <ul style="list-style-type: none"> - To explore how intentional observation can help in the identification of children’s behaviours and the stimuli or situations that precede them [antecedents]. 	
	<p>Group 4 14/02/2022 2 02h30min</p>	<ul style="list-style-type: none"> - To define a detailed action plan for the implementation of the values/vision selected. 	
5 th	<p>Group 1 15/03/2022 2 01h15min</p>	<p>PERMA: Continuation of the approach to positive and cooperative relationships at work.</p> <ul style="list-style-type: none"> - To encourage the active involvement of everyone in the plan to achieve the participants’ dream ECE setting. 	On-site
	<p>Group 2 30/03/2022 2 01h30min</p>	<ul style="list-style-type: none"> - To stimulate the reflection about the importance of being flexible and patient in the processes of adapting to new circumstances. 	
	<p>Group 3 08/03/2022 2 01h45min</p>	<p>SW-PBS: Definition of an action plan for the implementation of the values/common vision to adopt in the ECE setting.</p> <ul style="list-style-type: none"> - To design and start implementing a detailed action plan for the adoption of the selected values/vision in the ECE setting. 	
	<p>Group 4 21/02/2022 2 02h00</p>	<ul style="list-style-type: none"> - To introduce the participants to management of children’s unwanted behaviours and to positive reinforcement of expected behaviour. 	

6 th	Group 1 29/03/2022 2 01h45min	<p>PERMA: Continuation of the topic of positive relationships and character strengths.</p> <ul style="list-style-type: none"> - To encourage the comprehension of different emotions and points of view experienced in the active listening process. - To explore the relevance of acknowledgements in professional and personal relationships. - To identify personal character strengths based on the others' perspectives. <p>SW-PBS: Analysis and preparation of the implementation of school-wide behaviour expectations regarding appropriate behaviours in the several preschool settings.</p> <ul style="list-style-type: none"> - To reflect about the association between values and specific behaviours. - To explore means of implementation and encouragement of expected appropriate behaviours in the several preschool settings. 	On-site
	Group 2 06/04/2022 2 01h30min		
	Group 3 22/03/2022 2 01h30min		
	Group 4 07/03/2022 2 01h30min		
7 th	Group 1 19/04/2022 2 01h45min	<p>PERMA: Continuation of the topic of positive relationships and introduction to the meaning dimension.</p> <ul style="list-style-type: none"> - To name character strengths. - To explore connections between positive emotions and the professional goals of early childhood teachers. - To foster children's engagement in the change process of the preschools. <p>SW-PBS: Definition of a behaviour matrix with the appropriate expected behaviours in the several preschool settings.</p> <ul style="list-style-type: none"> - To create a behaviour matrix to foster the appropriate behaviours in the several preschool settings and transitions/ activities. 	On-site
	Group 2 20/04/2022 2 01h30min		
	Group 3 05/04/2022 2 01h45min		
	Group 4 21/03/2022 2 02h00		
8 th	Group 1 03/05/2022 2 01h40min	<p>PERMA: Introduction to the meaning dimension of PERMA model and its emotional implications.</p> <ul style="list-style-type: none"> - To explore differences between intentional meaning and perceived meaning. - To explore the role of meaning in children's behaviours. - To explore the connection between meaning and means of communication. <p>SW-PBS: Definition of inappropriate and problematic behaviours and analysis and discussion of management strategies to address them.</p>	On-site
	Group 2 04/05/2022 2 01h30min		
	Group 3 26/04/2022 2 01h45min		

	<p>Group 4 04/04/2022 02h00min</p>	<ul style="list-style-type: none"> - To outline inappropriate behaviours , its severity, and settings and routines in which they are more frequent. - To explore a set of strategies to prevent or answer to inappropriate behaviours . 	
9 th	<p>Group 1 10/05/2022 01h40min</p>	<p>PERMA: Introduction to the accomplishment dimension of the PERMA model.</p> <ul style="list-style-type: none"> - To reflect about the relevance of acknowledgement/ reinforcement and how it applies to professional life. - To identify appreciated rewards and reinforcements which lead to professional recognition. <p>SW-PBS: Strategies to manage inappropriate and foster appropriate behaviours .</p> <ul style="list-style-type: none"> - To explore and select strategies to manage inappropriate behaviours . - To design an implementation plan to apply the inappropriate behaviours ’ management strategies. - To reflect on strategies to foster appropriate behaviours . - To outline potential improvements or innovations in the reward systems used to acknowledge children’s appropriate behaviours . 	On-site
	<p>Group 2 11/05/2022 01h10min</p>		
	<p>Group 3 09/05/2022 01h50min</p>		
	<p>Group 4 02/05/2022 01h30min</p>		
10 th	<p>Group 1 17/05/2022 01h30min</p>	<p>PERMA: Deepening into the relevance of professional recognition and its impact on well-being and motivation.</p> <ul style="list-style-type: none"> - To explore connections between recognition, motivation, and professional development. - To share experiences and perspectives regarding the training sessions and its implementation. - To encourage the relationship between the participants and its maintenance in the future. <p>SW-PBS: Analysis of the importance of continuing to apply knowledge and strategies acquired during the training sessions in future educational practices.</p> <ul style="list-style-type: none"> - Reflect about possible rewards systems for encouraging expected behaviours from children. - To think and discuss about future goals. 	On-site
	<p>Group 2 18/05/2022 01h30min</p>		
	<p>Group 3 24/05/2022 01h45min</p>		
	<p>Group 4 16/05/2022 02h10min</p>		

D. Romania

Training Sessions	DATE	CONTENT	Place
1 st 2 hrs	23/11/2022, 17:00-19:00	Establishing a school vision of discipline	Google Meet
2 nd 2 hrs	27/11/2021, 15:00-17:00	Creating positive learning environments	Zoom
3 rd 2 hrs	27/11.2021, 18:00-20:00	Defining and teaching expected behaviours	Google Meet
4 th 2 hrs	28/11/2021, 9:00-11:00	Discouraging inappropriate behaviour	Zoom
5 th 2 hrs	28/11/2021, 11.30-13.30	Encouragement of positive emotions and positive relationships (PERMA)	Google Meet
6 th 2 hrs	5/02/2022, 9:00-11:00	Defining expected behaviours	Zoom
7 th 2 hrs	12/02/2022, 9:00-11:00	Encouraging expected behaviours by implementing social skills instruction activities and Discouraging inappropriate behaviour by providing specific positive feedback	Zoom
8 th 2 hrs	5/02/2022, 11:00-13:00	Developing a schoolwide acknowledgement system and introducing the monitoring system for the implementation of SW-PBS	Zoom
9 th 2 hrs	12/02/2022, 11:00-13:00	The life satisfaction - PERMA	Zoom
10 th 2 hrs	12/02/2022, 13:00-15:00	Professional Empowerment	Google Meet

3. Families interview protocol

Warm up¹: Thank you so much for agreeing to participate in this interview, it is very important for us to understand how parents see their children's participation in ECEC settings where ProW is running. *First, I'd like you to introduce yourself. Could you please tell me your name?'*

Introductory question: *'I am just going to give you a couple of minutes to describe your experiences regarding the context of your child's ECEC setting.'*

Suggested questions:

A– General Questions

1. Could you please tell me one or two things you do with xxxx that helps him/her learn and be more confident? Which of these are the most important for you?
[prompt: enough toys, loving environment, parental time, experience in early years setting]
2. Could you please tell me some of the things xxxx likes to do in his/her ECEC setting?
3. Could you please tell me something that your child has learnt within the last month?
[If positive learning experience] How do you encourage the repetition of this?
[If negative learning/experience] What do you think you can do to prevent this from happening again?
4. Since your child's ECEC setting began to implement ProW you may have noticed some changes on him/her. Could you please tell me one way that xxxx has changed that you were happy about?
5. And could you please tell me one way that xxxx has changed that you were not so happy about?

¹ Potentially, you could add a few more sentences for any parent who does not know really about ProW

6. You've mentioned two ways your child has changed in the last (number) months. What do you think may have caused this/these change/es? (prompt Is the school doing anything special to support children's behaviour?)

B – Participation in ProW and Collaboration with ECEC staff

7. Since your child's ECEC setting has started implementing ProW, have you ever been asked to participate in any meetings and discuss common ways of acknowledging and praising children's **positive** behaviour both at home and at the setting?
8. Since your child's ECEC setting has started implementing ProW, have you ever been asked to participate in any meetings and discuss common ways of addressing children's **challenging** behaviour both at home and at the setting?
9. If you have been asked and you are informed about ProW as a programme, could you please tell us one thing that stood out for you and you liked it?
10. If you have been asked and you are informed about ProW as a programme, could you please tell us one thing that you did not like and you would recommend changes to it? [*then move to question 14*]

For those parents who have not been asked

11. If you have not been asked to participate in such a meeting, have you been informed on the ways your child's ECEC setting supports children's positive behaviour through ProW?
12. If you have not been asked yet to such a meeting, would you be interested to participate and work collaboratively with the preschool staff to design a tailored plan to support children's positive behaviour?
13. Why do you think you have not been informed of this plan?
14. Do you think it is important that parents participate more within school systems? And if you believe it is, would you be interested in participating more and in what ways you could do that?
15. Is there anything else that you would like to comment on?

Demographic Questionnaire

“Before I go, may I please ask you a few questions about your family and household:

Remember you do not have to answer any question that you do not wish to”

1. Do you live with your husband or a partner?
2. Do you own or rent your home?

Ethnicity and Language

3. What is your ethnicity?
4. What is your child’s ethnicity?
5. Is (native language) your first language? **[if no give details]**
6. Which languages do you use with xxxx at home?
7. What is your highest educational qualification?

Employment and benefits

8. Could you please tell me if you work at the moment? **[If no, then move to question 12 - If yes]** Are you:
 Employed full-time Employed part-time
 Other (please state)
9. **[If part time work]** How many days a week do you work?
10. How many hours do you work on average a week?
11. How old was xxxx when you started going back to work?

[Skip question if a single parent] Now I am going to ask a few questions about your husband/partner’s working life.

12. Is s/he:
 Employed full-time Employed part-time

Other (please state)

13. [***If part time work***] How many days a week does s/he work?

14. How many hours does he work on average a week?

Conclusion: *‘Thank you so much for participating. This has been a very productive meeting. Your opinions will be a valuable asset to the project. We hope you have found the discussion interesting. If there is anything you are unhappy with or wish to complain about, please contact the (XXXXX.) I would like to remind you that any comments stemming from this interview will be featured in the final report anonymously.*